

A Taxonomy of Black History Month Programming in Public Libraries

Project Overview

The Black Caucus of the American Library Association (BCALA) is requesting \$99,934 to explore the current state of Black History Month (BHM) programming offered at public libraries, and identify significant gaps. This Planning Grant will bring together partners from key American Library Association Divisions and Offices, the Association for the Study of African American Life and History (ASALH), the University of Michigan's Program for Research on Black Americans (PRBA), and other experts in the field to explore current BHM programming. The major outputs will include 1) a comprehensive literature review, 2) a Taxonomy of BHM Programming, 3) a Sampling Plan, and 4) a draft Research in Service to Practice proposal. The project will be conducted from September 1, 2020 – August 31, 2021.

Statement of National Need

Black History Month (BHM) is a national commemoration of historical and current contributions of African Americans. In 1915, Dr. Carter G. Woodson, a historian, founded the Association for the Study of Negro Life and History, now called the Association for the Study of African American Life and History (ASALH). Dr. Woodson (1875 – 1950) created Negro History Week in 1926. This commemoration was expanded and became Black History Month in 1976 to be observed during the entire month of February. In 1986, a national proclamation promoting the observance of BHM in public schools, colleges and universities, libraries, and throughout the country was made by President Ronald Reagan via Proclamation 5443 (Reagan, 1986).

Today, virtually every public library across the U.S. conducts some programming during Black History Month. The content, scope, and quality of that programming varies, and little is known about how BHM programming is developed, from where libraries get their ideas, who is in charge of organizing such programming, the extent to which they utilize the themes identified each year by the Association for the Study of African American Life and History, or the extent to which they recycle the same programs year after year.

The study and celebration of African American contributions to this country and the world are critically important for all Americans, but especially racially marginalized groups given the demographic shifts taking place. The Census Bureau (Colby & Ortman, 2014) has projected that the United States will become a majority-minority country by 2044, meaning that at that time, non-Hispanic Whites will comprise less than 50% of the U.S. population. Frey (2018) discusses the coming "diversity explosion" with Hispanics, Asians, and multiracial populations growing rapidly in the next decades to the extent that no single racial/ethnic group will be in the majority. He notes that the mid-21st century America will be dramatically different from that of the mid-20th century in which the current (majority white) baby boomers grew up. We see this growing diversity in children, and it has been noted (Census Bureau, 2015) that for the first time, in 2014, children under five-years-old were majority-minority (50.2% minority). That cohort is the future of America.

These demographic shifts highlight the need for increased attention to diversity in public library programming. They also align with IMLS's Strategic Plan 2018-2022 Goal #1 of promoting lifelong learning by investing in library and museum programs that focus on continuous learning for families and individuals of diverse cultural and socio-economic backgrounds and needs (IMLS, 2018). Given the current political and racial climate in this country, and the American Library Association's Strategic Direction on Diversity, Equity, and Inclusion (ALA, 2017), it would be very timely to be able to offer innovative programming ideas that celebrate the contributions of African Americans.

There are over 9,000 public libraries in the United States (IMLS, 2019) with a mission to advance community engagement and lifelong learning. Cabello and Butler (2017) have noted the importance of “third places” (neither one’s home nor workplace) in strengthening communities, and the growing importance of libraries as one of those “third places”. In addition, a study by the Pew Research Center (2013) found that (90%) of Americans said that the closing of their local public library would impact their community as a whole, with 63% saying it would have a major impact. Furthermore, they found that 94% of respondents believed that having a public library improves the quality of life in a community and 81% stated that public libraries provide many services people would have a hard time finding elsewhere. Given the central role libraries play in communities, and the fact that public libraries conduct programming during Black History Month, it makes sense for us to focus on them for this project.

The expertise within the BCALA and the partnerships we have developed with the University of Michigan and the Association for the Study of African American Life and History (ASALH), makes us uniquely positioned to playing a leadership role in advising the ALA on BHM programming and providing models of effective programs that can be shared with librarians across the country. We believe that in order to do this, first, we must describe the kinds of programming that is currently taking place. Although the recently released report, *National Impact of Library Public Programs Assessment* (2019) provides very useful standardized characteristics of public programming as a whole, additional work needs to be done to describe the nature, character, scope, content, and diversity of specific BHM programming. Therefore, this planning grant will examine the **WHAT** of BHM programming. It will explore the current state of BHM programming via an online survey and identify any significant gaps in that programming. At the conclusion of the project, we will disseminate a Taxonomy of BHM Programming based on our findings. In addition, based on this work and our planning processes, we will develop a draft Research in Service to Practice proposal that utilizes the BHM Taxonomy and evaluates the **EFFECTIVENESS** of BHM programming.

Describing the kinds of BHM public library programming is the first step of a multi-stage process that will lead to increasing the quality of inclusive programming and fostering support for lifelong learners across diverse geographic, cultural, and socioeconomic backgrounds. The current project being proposed requires exploratory work to understand the current state of BHM programming. Therefore, this project fits into the Exploratory Phase of our long-term plan.

Project Design

Project Goals, Activities, and Outcomes

The goal of this planning project is to develop a Taxonomy of BHM Programming (that describes the programming currently being conducted) and plan for a Research in Service to Practice grant that will evaluate these programs, identifying best practices. For the Taxonomy, we will collect data on BHM programming in public libraries that will provide a description of the kinds of programming that is being conducted; identifying such factors as the focus, content, scope, target groups, who has responsibility for developing the programs, etc. From our initial review of the literature, it does not appear that a comprehensive study of BHM programming has ever been conducted. Black History Month programming is very important, and the first step, prior to an assessment, is to get a sense of the current state of that programming. Four major outputs will be completed with this grant. The methods and activities for each is listed below.

1. **Output #1 – Comprehensive Literature Review** – Although we have conducted a cursory review of literature related to Black History Month programming in public libraries, as part of this Planning Grant, we will conduct a more comprehensive review. We will look more

broadly to see what kinds of assessments have been done in public libraries on BHM programming. We will conduct a comprehensive search using major databases such as EBSCO and ProQuest to find books, journal articles, dissertations/masters theses, and reports related to Black History Month Programming. We will also utilize our National Advisory Committee, as committee members may know of research and articles or other work related to our topic. We definitely want to make sure we review ALA initiatives and previous IMLS grants that may be even tangentially related. All studies/articles/reports will inform our work for this grant and the future research project.

2. **Output #2 – BHM Taxonomy** – The focus of this Planning Grant is the exploration of the current state of BHM programming. The outcome of this process will be the Taxonomy of Black History Month Programming in public libraries which will describe the kinds of BHM programming being done (the focus, content, scope, target age groups, etc.). The steps we will take to develop the BHM Taxonomy is described below.
 - a. **Institutional Review Board (IRB)** – Dr. Deborah Robinson will submit an application to the University of Michigan IRB immediately after notification of the grant award, so approval to conduct the Focus Groups will be granted by September 2020.
 - b. **Focus Groups** - We plan to conduct 2-3 virtual Focus Groups of 6-8 participants in the early fall of 2020. Focus Group participants will be solicited through the BCALA and Public Library Association listservs. Dr. Robinson from the Institute for Social Research at the University of Michigan and Dr. Grace Jackson-Brown from the Missouri State University will moderate these sessions. We will utilize virtual conference software like Zoom to conduct the Focus Groups and the sessions will be recorded. In addition to helping us better understand who our target respondents should be, the purpose of these groups is to help us develop the online BHM Taxonomy questionnaire.
 - c. **Possible Questions for Focus Groups to Discuss**
 1. What kinds of BHM programming do you offer at your library?
 2. Who does the BHM programming at your library?
 3. How many BHM programs do you conduct each year?
 4. How do you generate ideas or decide on the BHM programming each year?
 5. Are there challenges in offering BHM programming, and if so, what are they?
 6. Since we are going to do a study to examine BHM programming in public libraries, what are the kinds of questions you think we should ask?
 - d. **Draft BHM Taxonomy Questionnaire** –The purpose of the questionnaire is to elicit the information needed to create the BHM Taxonomy. Based on the insights we receive from the Focus Groups, the Co- Project Directors will develop a draft of the questionnaire. The questionnaire will include open- and closed-ended questions. This draft questionnaire will be sent to the National Advisory Committee prior to their first meeting.
 - e. **National Advisory Committee Planning Meeting Fall 2020** – The purpose of the meeting is for the 16 members of the NAC to understand the expertise of each

partner organization, review research relevant to the project, make sure all members are clear on the goals and products of the project, discuss the BHM Taxonomy questionnaire, discuss the sampling plan, and finalize preparations for the panel at the 2021 ALA Mid-Winter Conference. The Planning Meeting is scheduled for early November 2020. We will utilize the expertise of the National Advisory Committee to further refine the questionnaire and make sure it includes the necessary questions to facilitate the creation of the BHM Taxonomy.

- f. **Institutional Review Board (IRB) Review for Questionnaire** – The project team will finalize the BHM Taxonomy questionnaire and Dr. Robinson will submit an application to the University of Michigan IRB for human subjects review approval. We anticipate the approval by early January.
- g. **Dissemination of Questionnaire** – The link to the BHM Taxonomy questionnaire will be disseminated widely via the BCALA listserv, the listservs of the ALA Divisions and Offices on the National Advisory Committee, and other ALA Ethnic Affiliates. The link will also be on the BCALA website page dedicated to this project. We will submit a panel proposal to ALA to discuss the Black History Month Programming Taxonomy project at the 2021 Mid-Winter Conference. During the panel, which may be more like a workshop, we will discuss the questionnaire, get participants' input, and ask them to complete the survey online. While the project will be discussed at the proposed ALA Mid-Winter Conference panel, and we will disseminate the link during that event, that is a limited reach to those public library professionals and staff who are able to attend national conferences. We believe disseminating the questionnaire online via various listservs will ensure participation from a broader cross-section of libraries and librarians. In addition, a request to complete the questionnaire will be sent to the libraries that fall into the sample selected systematically as described in #3 below. The field period for the survey will be January – March 2021.
- h. **Analysis of Results** – Drs. Jackson-Brown and Robinson, along with the Program Assistant will analyze the results of the survey and develop a draft BHM Taxonomy. This draft will be sent to the National Advisory Committee prior to their second Planning Meeting.
- i. **National Advisory Committee Planning Meeting Spring 2021** - The purpose of this meeting is to discuss the findings of the BHM Taxonomy questionnaire and finalize the BHM Taxonomy, finalize plans for the panel at ALA's 2021 Annual Conference and the panel at the 2021 National Conference of African American Librarians, and discuss the Research in Service to Practice proposal (*Assessing and Evaluating Black History Month Programming*).
- j. **Panels at the 2021 ALA Annual Conference and National Conference of African American Librarians (NCAAL)** - We will submit a panel proposal to the ALA Conference and one to NCAAL to discuss the findings of the project, present the Draft BHM Taxonomy, get their feedback on the tool, and discuss next steps. We will also use these panel sessions to validate the BHM Taxonomy by getting a sense from participants, many of whom are our target audience of staff at public libraries, to assist in validating that preliminary findings reflects both the kind of programming currently being done at public libraries, as well as the kind of programming people would be excited to offer in the future. We also aim to receive

feedback that the taxonomy is organized in such a fashion that people find it easy to use.

- k. **Final Taxonomy of BHM Programming** – All the steps above will lead to the development of the final Taxonomy.
3. **Output #3 – A Sampling Plan** – Disseminating the BHM Taxonomy questionnaire via numerous listservs may not result in responses that are representative of all public libraries. It is necessary to draw a systematic sample of public libraries. If a scientific sampling plan is developed and implemented, we can be confident that the responses we receive to the BHM Taxonomy Questionnaire would be representative of all public libraries. Indiana University (Library Capacity Assessment and Development for Big Data Curation – LG-72-17-0139-17) used the American Library Directory: 2016-2017 to draw their sample. We will investigate using this source and other databases to find the most comprehensive database of public libraries. We will consult with a sampling methodologist at the Institute for Social Research on the best way to draw a sample that will be most representative of libraries as a whole. Most likely we will have to draw a stratified random sample using region, budget, and possibly urbanicity as the strata. The results from the surveys we obtain via this mechanism will be compared to the results we receive via the online survey that will be disseminated widely as discussed in 2g above. Developing and implementing a sampling plan for the Planning Grant, will inform what will be needed for the Research in Service to Practice proposal.
 4. **Output #4 – Draft Research in Service to Practice Proposal** –Part of the agenda during the 2nd National Advisory Committee meeting will be to discuss and review the broad strokes of a national research project to **evaluate** BHM programming and identify promising models. This Planning Grant will allow us to discuss methodological approaches that will be effective. After the NAC meeting, Drs. Robinson and Jackson-Brown will develop a full draft Research in Service to Practice Proposal. The tentative title of that project will be *Assessing and Evaluating Black History Month Programming*.

Again, since a study of BHM Programming in public libraries has never been undertaken, we are convinced that a Planning Grant is absolutely necessary because there are too many variables and issues that need to be discussed and evaluated before a rigorous proposal to actually evaluate BHM programming and models can be developed.

In fact, to reiterate, this Planning Grant is **Phase One** of a two-step process. In **Phase Two**, we plan to submit a Research in Service to Practice grant application that will be the actual evaluation of Black History Month library programming in public libraries. **Phase One** is the **WHAT** of BHM Programming concluding with a taxonomy of the types of programming currently being conducted in public libraries. **Phase Two** would be the assessment and identification of promising BHM programming models for public libraries. It will evaluate the **EFFECTIVENESS** of the programming. The goal (or one goal) would be the dissemination of the most creative and innovative models that can be easily adaptable and implementable at public libraries around the country.

Summary of Project Activities and Outputs

The major outputs of this Planning Grant are (1) a comprehensive literature review, (2) the development of a taxonomy of BHM programming in public libraries, (3) the development of a

sampling plan, and (4) a Research in Service to Practice proposal. While not an output, effective planning, communication, and oversight is a key activity and will be discussed as (5) below.

Table 2. Summary of Project Activities and Outputs

| Project Activities | Outputs |
|---|----------------|
| Comprehensive literature review | 1 |
| IRB Approval for Focus Groups | 2 |
| Conduct Focus Groups | 2 |
| 1 st NAC Planning Meeting | 1, 2, 3, 5 |
| Questionnaire Finalized and IRB Approval Received | 2 |
| Questionnaire Disseminated | 2 |
| Panel at 2021 ALA Mid-Winter Conference | 2, |
| Presentation to BCALA Executive Committee at Mid-Winter | 5 |
| Questionnaire Analyzed | 2 |
| Draft of Black History Month Programming Taxonomy | 2 |
| 2 nd NAC Planning Meeting | 2,4,5 |
| Panels at 2021 ALA Annual Conference/National Conference of AA Librarians | 2 |
| Presentation to BCALA Executive Committee at Annual Conference | 5 |
| Weekly meetings of Project Co-Directors and Program Assistant | 5 |
| Bi-Monthly meetings of Project Co-Directors, BCALA President, BCALA Director of Organizational Development, Program Assistant | 5 |
| Monthly Updates to National Advisory Committee (NAC) | 5 |

Risk Management Particularly Regarding Covid-19

The greatest risk to the project as proposed is the evolving Covid-19 pandemic. At the time of submission of this proposal, social distancing measures have been implemented across the United States. Schools and universities are closed, many places of employment are encouraging remote work; conferences, sports events, and theme parks are being canceled or closed, and gatherings of more than 10 people are discouraged. While in-person interaction for this project, is preferred, most to all aspects can be done virtually. The project will be able to utilize the University of Michigan’s videoconferencing system to conduct the Focus Groups and the two Planning Meetings, if necessary. The American Library Association will have to decide if the 2021 Mid-Winter and Annual Conferences (or some online form of them) will be held in-person. If those conferences are not held, we will utilize BCALA’s webinar series to “hold” the panels we planned for ALA’s Mid-Winter, the ALA Annual Conference, and the National Conference of African American Librarians. Of course, we have already planned to utilize listservs and the BCALA website to disseminate the questionnaire.

Evaluation Plan

The project team will use several strategies to evaluate this Planning Grant and its outputs. Our National Advisory Committee (NAC) is comprised of experts in research, library programming, and

Black History Month programming. They will play a role throughout the project period in terms of providing feedback on our project progress and outputs. During the first NAC Planning Meeting, members will review the BHM Taxonomy Questionnaire and use their expertise to make final decisions on its content. During the second NAC Planning Meeting, the results of the survey will be discussed along with the draft BHM Taxonomy. Their expertise will be used to validate the Taxonomy, and confirm that the taxonomy is reflective of the variety of BHM programming. The proposed panels at the 2021 ALA Annual Conference and the 2021 National Conference of African American Librarians will also serve as a validation of the Taxonomy. We will also communicate with attendees at our conference presentations to collect their feedback on our project.

Diversity Plan

This project engages diverse and underserved communities in several ways. First, the organization proposing this work, the Black Caucus of the American Library Association (BCALA), in and of itself brings a unique perspective to this project. The BCALA has never received an IMLS National Leadership Grant for Libraries, but is uniquely positioned to assess Black History Month programming in libraries (particularly given the partnerships we have established for this grant). Second, the composition of our project team (Co-Directors, Program Assistant, and Grants Manager) is diverse in terms of gender and racial/ethnic backgrounds. Third, we will increase the diversity of opinions by collecting data both at national conferences and online. Only certain people are able to attend national library conferences. There tends to be a bias toward those who personally have the resources or whose library has the resources to send them. Either way, data collected only via that avenue will be biased towards those who have a certain amount of privilege. Therefore, we believe it is absolutely necessary to utilize the extensive listservs run by the ALA ethnic affiliates, and the various ALA divisions and offices to disseminate the survey. Finally, we will draw a stratified random sample to ensure that we have diverse representation based on region, urbanicity, and library budget. We believe all of these approaches will ensure that a diversity of voices will be heard.

Project Resources: Personnel, Time, and Budget

Project Team

Grace Jackson-Brown, Ph.D. is **Co-Project Director** and Associate Professor, Library Science at Missouri State University. Before coming to MSU, she served for eighteen years with Indiana University Libraries where she was Branch Library Head of both the Neal-Marshall Black Culture Center Library and the Weil Journalism Library. Dr. Grace Jackson-Brown is an academic librarian who describes herself as having a passion for library programming and community outreach. She is the Chairperson of the Springfield African American Read-In Committee for the past 11 years and the Co-Founder and past president of the Indiana Black Librarians' Network. She holds a Ph.D. in Mass Communication from the Indiana University School of Journalism and a master's degree in Information Management from Emporia State University in Emporia, Kansas. Grace has been a continuous member of ALA for 21 years and a member of BCALA for 17 years. With Dr. Robinson, Dr. Jackson-Brown will oversee all aspects of the proposed project as a consultant.

Deborah Robinson, MBA, Ph.D. is **Co-Project Director** and Research Investigator at the Institute for Social Research at the University of Michigan. She is Assistant Director of the Program for Research on Black Americans for International Projects and has over 15 years' experience in survey research methodology having worked on major national studies such as the National Survey of Black Americans and National Black Election Study. Dr. Robinson is also a senior administrator, so in addition to the research appointment at ISR, she is the Faculty Administrative

Coordinator for the Michigan Center for Urban African American Aging Research, coordinating programmatic initiatives among the University of Michigan, Michigan State University, and Wayne State University. She holds a Ph.D. from the University of Michigan and an MBA from the University of Geneva. Deborah has been a member of ALA, BCALA, and ASALH for 3 years. With Dr. Jackson-Brown, Dr. Robinson will oversee all aspects of the proposed project as a consultant.

Gina Beavers is BCALA's Interim Director of Organizational Development and will serve as **Grant Manager** for the project. She currently works as Grant Manager and Communications Coordinator at Focus on Renewal in McKees Rocks, Pennsylvania. Beavers received her M.A. and B.A. in American History at the University of Massachusetts Amherst and University of Pittsburgh, respectively. Gina Beavers is a freelance writer and regular contributor to Black Art in America. She is the former Editor of *Arts and Culture* at the Valley Advocate newspaper in Northampton, Massachusetts. She is also a painter and graphic designer. Ms. Beavers will oversee the management and reporting on the grant and will also create and maintain the website pages related to the project on the BCALA website. She will work as a consultant.

Brandy McNeil, MBA is BCALA's Treasurer and will **process all payments for the project**. She is Associate Director of Technology Education & Training at the New York Public Library. Building the highly successful TechConnect Department at the New York Public Library from the ground up, Brandy has a proven track record of delivering results and has tripled program attendance, making the New York Public Library one of the largest attended digital literacy programs in the U.S. Ms. McNeil was elected, in April 2020, as a Board member of the Public Library Association (PLA) Board of Directors. She is currently pursuing her Doctorate in Business and holds an MBA in Entrepreneurship. She serves on a number of boards and committees and in her spare time, she is an entrepreneur and speaker on diversity and inclusion.

A part-time **Program Assistant** will be hired to conduct the literature review and handle logistics, particularly for the two Planning Meetings, and travel associated with participation of the Co-Project Directors at key meetings. We envision hiring an MLS graduate student or a young librarian involved with BCALA. We see this as a way to provide mentoring and skills to a young person, which is fundamental to BCALA's mandate. Once that person is interviewed and a decision made, he/she will work as a consultant.

National Advisory Committee

To ensure this project's success and guarantee national impact, we are creating a National Advisory Committee (NAC). The NAC represents strategic partnerships and a strong collaboration of professionals with the right expertise to conduct the planning and initial study. The 16-member NAC includes representatives from the BCALA, the Association for the Study of African American Life and History (ASALH), people representing different ALA Divisions and Offices, and researchers from the Program for Research on Black Americans (PRBA) at the University of Michigan.

We have been able to identify some members of the NAC by name, while others, particularly the representatives from ALA Offices/Divisions/Initiatives, are still to be determined. The President of BCALA has sent, or soon will send, a letter to the Directors' of the target offices and initiatives requesting that they name someone to represent them and participate in the NAC.

Table 1. Current Composition of the National Advisory Committee

| | |
|--|---|
| Five Representatives from BCALA | Mr. Richard Ashby (current President and during grant, immediate Past President) |
| | Ms. Shauntee Burns (Current President-Elect and during grant President) |
| | Ms. Gina Beavers (Director of Organizational Development, BCALA and Grant Administrator for IMLS grant) |
| | Dr. Grace Jackson-Brown (Co-Project Director, Associate Professor, Missouri State University Libraries and Chair Springfield African American Read-In) |
| | TBD, possibly a community/Friends of the Library member selected by BCALA |
| Three Representative from ASALH | Dr. Lionel Kimble (Associate Professor of History, Chicago State University, Vice-President for Programs, ASALH) |
| | Dr. LaVonne Neal (Editor of the Black History Bulletin, an ASALH Publication, former Dean of the College of Education, Northern Illinois University) |
| | Ms. Aisha Haykal (Manager of Archival Services, College of Charleston, ASALH Executive Committee and Co-Chair Program Committee) |
| Six Representatives from ALA Divisions, Offices, and Initiatives | TBD - Office for Diversity, Literacy and Outreach Services |
| | TBD - Young Adult Library Services Association |
| | TBD - Public Library Association |
| | TBD - Association for Library Service to Children |
| | TBD - Project Outcome for Public Libraries |
| | TBD - National Impact of Library Public Programs Assessment |
| Two Representatives from Program for Research on Black Americans (PRBA) | Dr. Deborah Robinson (Research Investigator PRBA at the Institute for Social Research and Proposal Team Co-Director) |
| | Dr. James Jackson (Founding Director, PRBA and Research Professor at the Institute for Social Research) |

Budget

The total amount requested from IMLS is \$99,934 (Total direct costs: \$90,849, Indirect costs (10%): \$9,085). For full budget information, see detailed Budget and Budget Justification. The major project expenses are Project Personnel: \$49,205 (Co-Directors, Program Assistant, Grants Administrator and Graphic Designer), Co-Directors and Program Assistant travel to key conferences: \$20,742 (three domestic conferences), National Advisory Board Meetings: \$18,902 (two Planning Meetings in Chicago, and materials: \$2,000 (for three conferences and two Planning Meetings).

Time

This is a one-year project and will commence on September 1, 2020. The Schedule of Completion lays out the duration of the major activities.

Communication/Dissemination Plan

We will utilize multiple channels to disseminate our findings and to communicate with staff at public libraries, as well as others who are interested. First, we will have a dedicated page on the BCALA website and use that as a platform for communication, dissemination of the questionnaire, sharing outputs, and the final report. Second, we will utilize the BCALA listserv, as well as established national listservs of other ALA Affiliates and ALA Offices and Divisions for communication and dissemination. Third, we will propose a panel at the Mid-Winter Conference (to publicize the project and encourage attendees to complete the online survey) and the ALA Annual Conference and the National Conference of African American Librarians to disseminate our findings and gather feedback. We will also propose a panel to be conducted at the ASALH annual conference as another way to disseminate our findings, but that conference falls outside of the grant period.

National Impact

The proposed project is a Planning Grant to begin the process of assessing BHM programming in public libraries. Again, since this kind of study has never been undertaken, we are convinced that a Planning Grant is absolutely necessary because there are too many variables and issues that need to be discussed and evaluated before a rigorous proposal to conduct the research to evaluate the programming can be developed. At the same time, we believe our project, even at this exploratory/planning level, will have a national impact on libraries across the country, communities, and the individual library patron.

Libraries benefit: Although offered by most, if not all public libraries, there has never been a systematic assessment of Black History Month programming in those libraries. This planning grant would provide some initial data on the content, focus, and variety of BHM programming at public libraries, and result in a Taxonomy of BHM Programming. In future phases of the work envisioned, we will be able to share with libraries a comprehensive assessment of BHM programming and effective programming models. In addition, this project has implications for other ethnic/gender heritage months such as Hispanic History Month, Women's History Month, Asian Pacific American Heritage, Native American Indian Heritage Month, etc. Depending on what is discovered in the process of this project, the BHM Programming Taxonomy can be revised and used by libraries to assess programming efforts for those other heritage months.

Communities benefit: With an increasingly diverse U.S. population, it is essential for libraries to offer quality programming that recognizes and celebrates the accomplishments of its increasingly diverse patrons. We believe that even the Taxonomy of BHM Programming in public libraries will provide ideas about the types of programs that can be developed. A variety of BHM programming has the potential to bring more members of the community into the library, and provide a richer exchange.

Individual benefit: As librarians, we understand the impact we have on individual children and adults. Quality BHM programming can positively impact the self-esteem and self-worth of African Americans, and can increase the appreciation of the contributions of African Americans by all patrons.

With its 50 years of expertise, commitment, and advocacy, the BCALA, in conjunction with the strong National Advisory Committee identified, is confident that we can undertake an examination of current practices, and eventually improve on and strengthen BHM programming in public libraries for the next 50 years.



DIGITAL PRODUCT FORM

INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

INSTRUCTIONS

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**. Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

SECTION III: SOFTWARE

Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.

SECTION IV: RESEARCH DATA

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). Explain and justify any prohibitive terms or conditions of use or access, and detail how you will notify potential users about relevant terms and conditions.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and the format(s) you will use.

A.2 List the equipment, software, and supplies that you will use to create the digital content, resources, or assets, or the name of the service provider that will perform the work.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata or linked data. Specify which standards or data models you will use for the metadata structure (e.g., RDF, BIBFRAME, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content, delivery enabled by IIIF specifications).

D.2. Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

SECTION III: SOFTWARE

General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same or similar functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

Technical Information

B.1 List the programming languages, platforms, frameworks, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

Access and Use

C.1 Describe how you will make the software and source code available to the public and/or its intended users.

C.2 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

A.1 Identify the type(s) of data you plan to collect or generate, and the purpose or intended use(s) to which you expect them to be put. Describe the method(s) you will use, the proposed scope and scale, and the approximate dates or intervals at which you will collect or generate data.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

A.4 What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

A.5 What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

A.6 What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

A.7 Identify where you will deposit the data:

Name of repository:

URL:

A.8 When and how frequently will you review this data management plan? How will the implementation be monitored?