

Shoshone-Bannock Tribes Application for Native American Library Services Enhancement
 May 2020

Project Narrative

1. Statement of Need

Who is your organization’s audience? Include population profile, location, economy, educational levels, languages, culture, and other. The Tribal Library audience is the population of the Fort Hall community which is low-income and under-educated. The audience includes all age groups. The majority of the population are not native speakers; some native speakers voice the Shoshoni language, and some speak the Bannock language. See the organizational profile for more information.

What need will be addressed? Do other projects exist that help to answer their needs? How is what you are proposing different or building upon other work and best answering your audience’s needs? It is important to the future of the Tribes to assure lifelong learning and address low educational achievement by increasing the availability of resources and creating new opportunities for literacy. Educational attainment is much less for the Fort Hall Reservation than for the population of the State of Idaho. For example, more than eighteen percent of the Reservation population has less than a ninth-grade education and less than ten percent of Fort Hall residents have a bachelor’s degree. Also, children are failing in Idaho Standards Achievement Test (ISAT) English Language Arts/Literacy and Reading proficiency in the two elementary schools located in the Fort. Hall geographic area.

The Fort Hall Elementary School located in the tribal community is within the public Blackfoot School District, Idaho. Its 2019 enrollment data is 76.8% Native American, 15.2 % Hispanic/Latino, and 8.0% other, with a total enrollment of 138. The Chief Tahgee Elementary School is a state-chartered school also located in the Fort Hall area. Its 2019 enrollment data is 93.5% Native American, 4.3% Hispanic/Latino, and 2.2% other. The table below illustrates the reading proficiency and ISAT comparisons for the two schools.

| Idaho Reading Indicator: FALL 2019 PROFICIENCY | | |
|--|-----------------------------|---------------------------------|
| Designation | Fort Hall Elementary School | Chief Tahgee Elementary Academy |
| School | 21.6% | 17.2% |
| District | 39.5% | 17.2% |
| State | 52.6% | 52.6% |
| ISAT Comparison: ENGLISH LANGUAGE ARTS/LITERACY | | |
| School | <11.0% | 22.2% |
| District | 44.6% | 22.2% |
| State | 66.6% | 55.6% |

Although there are other programs that work to increase literacy, such as the 477 Human Services Adult Education, Tribal Youth, and Vocational Rehabilitation, there are few supplementary tribal programs that work to encourage lifelong learning. The Language and Cultural Preservation Department does offer native crafts and classes in the native languages.

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According to the *University of Idaho's McClure Center for Public Policy Research on American Indian Education (June, 2016)*, "on average, Idaho's K-12 American Indian students score lower than other students on standardized tests. They are also less likely to be college-ready when they graduate from high school, based on SAT and ACT benchmarks." In addition, literacy scores for the 477 Human Services Adult Education Program show that over the past three years, the average literacy for 155 adult clients was Grade 4 or less.

What is the current role of the organization in the community and what library services does it provide?

The Tribal Library has been in operation for forty years; it historically reported to the Executive Director. The library housed adult and children's books, family history records, and newspaper subscriptions; however, it offered minimal services. Over the years, books grew outdated and books were often not returned. There were limited electronic tools for library management. The library was generally underused with the collection and maintenance of family history and cultural archives being its greatest strength. When the long-time Tribal librarian retired in 2017, the Library was reorganized under the 477 Human Services Department. This department staffed the library with 477 personnel.

In January of 2019, the roof of the building housing the Tribal Library collapsed from snow overload. Luckily, there were no injuries to personnel, but facility damage was disastrous, resulting in permanent closure of the building west wing. As the Library did not suffer water damage, the children's books were moved with the 477 Programs to the Tribes' old casino building, which was vacant. Outdated books were moved into Connex storage containers, where they remain. When book shelves were moved, they buckled due to age; consequently, only a limited amount of library shelving survived the roof collapse. Cultural archives and Native American history books (many are out-of-print and irreplaceable) were undamaged and transferred to the Tribes' Records Storage Department to be preserved.

Since 2019, the Tribal Library has been managed by the 477 Employment, Education, and Training Program instructor as a collateral duty; her program and the Library are located together. The library is open from 8 to 5, Monday through Friday. It houses children's books, newspapers, and computers with access to the Internet. It is used primarily by the 477 Program clients. There are no public programs offered.

What is the purpose of the proposed Native American Enhancement grant project as it relates to the specific need that you have identified? The purpose of the proposed enhancement grant is to promote lifelong learning for Reservation people of all ages by revitalizing the Tribal Library. The year-long project will rebuild the Tribal Library infrastructure, including books, and present educational programming to the community, including classes, events, tools, resources and other services. Emphasis will be placed on increasing literary skills for the Reservation population through focus on the Native culture and local programming. Events will include topics of community interest, such as Dr. LaNada War Jack discussing her new book, *Native Resistance: An Intergenerational Fight for Survival and Life*. Dr. War Jack is a member of the Shoshone-Bannock tribes and lives on the Fort Hall Indian Reservation. In 1968, she was the first Native American student enrolled at the University of California at Berkeley; she graduated with honors in an independent major of

Native American Law and Politics.

With increased access to and interest generated for the enhanced Tribal Library through cultural programming, modern library tools and a tutoring program, it is expected that, over time, literacy will be increased for both Reservation children and adults as people begin to find the worlds opened up through reading. Patrons will become more confident in their ability to read with help from the tutoring program and by witnessing the success of community members who make Library presentations. The Library will generate interest in reading as community members participate in programs such as a reading circle. In addition, the Library will provide literary events to attract participants. For example, the 477 Program will gather input from the community to name the Tribal Library.

What specific audience(s) will the organization serve? The Library will serve all Fort Hall community members, whether Native or non-Native. As the majority of the community is Native American, low-income, and underserved, this is the primary audience that will be targeted through educational programming. As literacy rates must be improved for the Reservation's K-12 population to ensure life-long success, special emphasis will be placed on work with school-age children.

What type of assessment was conducted to identify this need? Assessment to identify the needs of the population included analysis of the ISAT and literacy scores for elementary children on the Reservation. These results are included in the Statement of Need above. In addition, literacy scores for the 477 Human Services Adult Education Program show that over the past three years, the average literacy for 155 adult clients was Grade 4 or less. This baseline data is at too high a level to measure Library program success over the grant period; however, success can be measured by the more specific measurements listed in Section 3, Impact.

2. Project Design

What is your proposed work plan? What are your performance goals and objectives; specific project questions; and conceptual design and processes for your project? The Tribes have applied for the FY 2020 Native American Library Services Basic Grant for books. The work plan for the enhanced grant reestablishes the Tribal Library infrastructure and develops programming to address the literacy needs of the underserved. The performance goal is to increase the opportunities for lifelong learning and the objective is to promote lifelong learning through cultural literacies, continuous learning for families and individuals with diverse backgrounds and needs, and for the Tribal Library to become a valuable and trusted resource to the community.

The Tribal Library when staffed will be able to provide "after-hours" to enable parents to bring their children for reading, completing homework, tutoring, making, or for relaxation and entertainment.

What are the activities required to implement the project? What are the roles and commitments of partnering organizations? Activities required to implement the Library project are to reestablish the library infrastructure, obtain books and software, establish educational programming, and monitor performance measures to ensure sustainability of the

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Library program. These general activities can be broken down more specifically as follows. The timeline is presented in Section 7.

Re-establish library infrastructure

- Hire library project positions
- Attend library training to connect with resources and work on library certification
- Coordinate with support organizations to obtain free or reduced cost items
- Create a floor plan of the library expansion physical layout
- Purchase furniture, shelves, computers
- Sort old books in Connex storage containers, shelving some and recycling others
- Establish tracking tools for performance measures such as log-in sheets for computer use, books checked out, use of free libraries
- Communicate library projects through Face Book, presentations at district meetings, and Tribal government supervisor's meetings.

Obtain books, software and implement

- Install educational software, library internet account software, patron library cards, establish and implement library policies
- Shelf books
- Catalog children's books for reading level and establish children's area
- Order maker supplies, establish maker's space
- Become member of the Little Free Libraries program and purchase free libraries and books; install free libraries in the districts
- Communicate library projects through Face Book, presentations at district meetings, and Tribal government supervisor's meetings.

Establish educational programming

- Establish schedule and conduct speakers
- Establish a reading circle
- Work with schools for programming
- Establish tutoring program to increase reading levels for youth and adults
- Communicate library projects through Face Book, presentations at district meetings, and Tribal government supervisor's meetings.

Ensure sustainability

- Monitor performance measures and make program changes as needed
- Solicit volunteers
- Present Tribal Library budget for FY 2022 to the Fort Hall Business Council to continue funding once the Library is re-established.

Partnering organization include the Idaho Library Association (ILA) and the Association of Tribal Archives, Libraries, and Museums (ATALM), and the Idaho Commission for Libraries. The support these organizations will provide is discussed in Section 9, Sustainability. Please see the Letters of Support from the Idaho Commission for Libraries and the Sho-Ban School.

Did you engage in any preliminary work or planning? The Shoshone-Bannock Tribes have never received support for the Tribal Library from the Institute of Museum and Library Services (IMLS). The following preliminary planning and actions have been completed since ownership of the Tribal Library was re-assigned to the 477 Human Services Program.

- Incorporated Tribal Library services into the 477 Adult and Youth Education programs, providing increased resources for program clients for reading
- Attended training at the Association of Tribal Archives, Libraries and Museums Conference, identifying resources to develop the Tribal Library
- Obtained volunteer support from the Sho-Ban School librarian for cataloging children's books
- Connected with the Idaho Commission for Libraries for technical support
- Presented a library budget to the Fort Hall Business Council, which was denied until the library is reestablished.

These actions enabled the 477 Director to identify resources to reestablish the library and help with library expansion. Enhancing the library will compliment resources from the 477 Programs, especially Adult and Youth Education. The Tribes will not use any library management procedures that deviate from accepted practice.

Does your project include any digital content, resources, assets, software, or datasets? If so, be sure to fill out the Digital Product Form. This project does not include any digital content, resources, assets, software, or datasets developed by the Tribes. All digital content used in the Tribal Library will be purchased commercial products and will not be generated by the Tribes. Consequently, there is no Digital Product Form information included with this application.

3. Impact

What are the intended goals of the project that will guide your project to completion?

What results do you want to see at the end of the project period? The goal of the Tribal Library project is to promote lifelong learning for people of all ages and continuous learning for families and individuals with diverse backgrounds and needs. The Library will serve individuals with limited functional literacy or information skills, individuals having difficulty using a library, and underserved rural communities including children from families with incomes below the poverty line.

The project category for the Tribal Library Enhancement Project is educational programming related to the specific content area of Native American culture. The program will develop, implement, and evaluate classes, events, tools, resources, and other services such as a tutoring program, a maker's area, and cultural speakers. Emphasis of this proposal is placed on the need to increase the literacy skills of the Fort Hall population.

What are the intended outcomes for participants? How will the project specifically benefit the individuals or groups that you serve? The table below displays intended outcomes for the Fort Hall community, including increased access to literacy resources, increased interest in literacy, and increased literacy skill through studying Native American

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culture. The Tribes 477 Human Services program provides resources to aid the community such as adult education, vocational rehabilitation and youth services, among others discussed in Section 1, Statement of Need. The Tribal Library will support these programs; the project will benefit the Fort Hall community by providing another resource to advance the well-being of the low income and underserved community members.

| Intended Outcome | What project activities will result in the intended outcome |
|---|---|
| Increased library capacity | Obtaining and training staff, obtaining furniture, computers, books, software, and developing educational programming |
| Increased access to literacy resources for the isolated community | Establishing Little Libraries in rural districts and in Tribal Corrections Presenting educational programming at the rural districts |
| Increased interest in literacy | Presenting topics of cultural interest Encouraging use of learning games and software Obtaining and encouraging use of up-to-date books and software |
| Increased literacy skill through reading and studying Native American culture | Establishing tutors from the community Obtaining Native American books, newspapers, and educational programming |
| Increased confidence among participants | Presenting topics of personal interest Encouraging use of learning games, and software Obtaining and encouraging use of up-to-date books and software |
| Increased understanding by the community of their history and culture | Presenting educational programming |
| Increased outlet for creativity | Establishing maker supplies and space |
| Belief by the community that the Tribal Library is a trusted resource | Presenting educational programming events |

How will you measure progress toward achieving your goals and outcomes? How do you know you will have reliable information upon which to judge impact or base actions? Are there any expected risks? The Library Enhancement Program will measure progress toward achieving the desired goals and outcomes through the measures displayed in the table below. The mechanism for gathering performance data will be established early in the project. The expected risks are library resources that are checked out and not returned. The solution is to implement late fees and/or book charges for collection.

| Service Evaluated | Performance Measures |
|--|---|
| Number of library patrons | Number of library cards Number of patrons who check in on manual logs |
| Use of software | Number of people using software Number of patrons who log in to software |
| Use of makers' resources | Number of patrons using makers resources |
| Use of Native-American newspaper subscriptions | Number of patrons reading newspapers |

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| Service Evaluated | Performance Measures |
|---|---|
| Use of internet tools | Number of people who log into the internet |
| Attendance at cultural library activities | Number of people who attend as documented on sign-in sheets |
| Tutoring Service | Number of students attending tutoring |

4. Communications Plan

What is your communications plan? To communicate the Tribal Library services, processes, and benefits to the community, the Library staff will post announcements on the Tribes' Face Book page; Face Book is a very popular communication tool on the Reservation. The page will post information such as services, program schedules, and links to other Native American library resources. Library staff will make library program presentations to the rural districts during district meetings. Library information will also be posted on bulletin boards in the Tribal business building. In addition to Face Book, bulletin boards and brochures are very popular communication tools on the Reservation. Examples of communications activities include:

| Entity | Audience | Programs of primary interest to this audience |
|-------------------------|--|---|
| Tribal government | Tribal leadership | All library programs |
| 477 Programs | Adult and youth education; vocational rehabilitation clients | Use of library resources |
| Elder Nutrition Program | Elders | Cultural presentations, newspaper subscriptions, Reading Circle |
| Reservation Schools | K-12 Youth | Tutoring, reading, cultural presentations |
| Rural District meetings | Isolated population of all ages | Little free library Programming at districts |

What are your plans for community building and/or audience engagement via discussion, involvement, collaboration, or adoption throughout the project lifecycle?

Community building and audience engagement is a strong element of this proposal as evidenced by the cultural speakers, collaboration with the schools, district meeting presentations, talking and reading circles, and other programs discussed throughout this application. Volunteers will be solicited to help with programs. Feedback will be obtained as library patrons will be required to sign-in and complete an evaluation survey for services used and events attended. Performance measures listed above will be reported in the Tribal government annual report.

Who is responsible for outreach, promotion, and dissemination? The Library technician and the 477 Program Director will be responsible for outreach, promotion, and dissemination of Tribal Library information. The communication-related roles and responsibilities are clearly delineated in the library technician job description in the attachments.

What are your plans for creating supporting documentation of digitized collections, software, information systems, or other technology tools? The Library enhancement project will not create digitized collections. All software, information systems or technology tools will be commercial, off-the-shelf library products purchased through the Tribes' procurement processes. All software and internet access will be managed in accordance with the Tribes' procurement and information technology procedures.

5. Sustainability

How will you continue to support the project, its results, and/or new models that are created beyond the grant period? Library infrastructure will be put into place, staff will be trained, educational programming will be established, a makers' space created, and a tutoring program will be developed as discussed throughout the proposal. These activities will establish a strong foundation to continue the Tribal Library programs. Resources from library contacts such as the Idaho Library Association and the Association of Tribal Archives, Libraries, and Museums will provide support.

ATALM is an international non-profit organization that maintains a network of support for indigenous programs, provides culturally relevant programming and services, encourages collaboration among tribal and non-tribal cultural institutions, and articulates contemporary issues related to developing and sustaining the cultural sovereignty of Native Nations. The Idaho Library Association provides opportunities for librarian networking, collaboration and communication, and has encouraged the Tribes to apply for this funding opportunity. The ILA is monitoring opportunities for donations to the Tribes of used furniture, equipment and books from other Idaho libraries.

Once the Library is re-established, the Tribal government has discussed allocating the library an annual budget for operating costs. Individuals have offered volunteer support to help with library needs.

How will the project lead to systemic change within your community? The project will add a resource to the Fort Hall community to improve the quality of life for the underserved. The Tribal Library will provide a social outlet through literary events, a means for parents to bond with their children through reading, a method to increase computer skills through on-line literacy software and games, and a mechanism to increase literacy for the youth and adult populations through reading. Over the long-term, the Tribal Library will increase confidence in the patrons through the development and practice of literacy skills.

What are your plans for sustaining any digitized collections, software, and supporting documentation, information systems, and other technology tools. There will be no digitized collections as a part of this project that will need to be sustained. Commercial library software and supporting documentation, information systems or technology tools will be updated as technology changes. Once the Library is reestablished, an annual operating budget will be submitted to the Fort Hall Business Council for labor, books, and software licenses and other needs.

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Schedule of Completion

| Activity | Qtr 1 Sept 1, 2020, Oct, Nov | Qtr 2 Dec, Jan, Feb | Qtr 3 Mar, Apr, May | Qtr 4 June, July, Aug 31, 2021 |
|--|------------------------------------|------------------------|------------------------|--------------------------------------|
| Re-establish library infrastructure | | | | |
| Hire library project positions | X | | | |
| Attend library training | | X | | X |
| Coordinate with support organizations | X | X | X | X |
| Create a floor plan of the library and implement | X | X | | |
| Purchase furniture, computers, and install | X | X | | |
| Sort old books in storage | | | | X |
| Establish tracking tools | X | | | |
| Communicate library projects | | X | X | X |
| Obtain books, software | | | | |
| Install software, patron library cards, implement library policies | X | X | X | X |
| Establish children's area | X | X | | |
| Establish maker's space | | | X | |
| Purchase and install free libraries | X | X | X | X |
| Establish educational programming | | | | |
| Schedule educational speakers | X | X | X | X |
| Establish reading circle | | | X | X |
| Work with schools | X | X | X | X |
| Establish tutoring program | | | X | X |
| Ensure Sustainability | | | | |
| Monitor performance measures and make program changes as needed | X | X | X | X |
| Solicit volunteers | X | X | X | X |
| Present budget to Council to continue funding | | | X | X |



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?