

Abstract

The Yakama Nation Library in collaboration with the Yakama Nation Childcare Program developed a 2 year plan to implement Educational Programming in the form of Bookmobile services on the Yakama Reservation to help with reading literacy issues affecting Native American students. The Yakama Nation Library and Childcare Program have both recognized the need to address reading literacy issues for Yakama Nation youth of all ages. The need has been recognized partially through research of statistics provided by the Washington State Office of Superintendent of Public Instruction (OSPI), and the Striving to Achieve: Helping Native American Students report. Providing Bookmobile Services will expand the library community outreach and reach community members that could not have accessed the library services due to being located in a rural isolated area.

Two Year Time Frame: October 1, 2018 to September 30, 2020

Project Alignment: Educational Programming

Project Goal 1:

Will provide Community Outreach by providing Book Mobile services in the form of books, computer access, staff, and reading programming to the surrounding community to address reading literacy

Outcome 1: Surrounding Community will become aware of the Library services offered

Outcome 2: Community Members will have access to Library Resources

Project Goal 2: Provide resources to address Kindergarten Readiness

Outcome 1: Community will become more aware about the importance of reading to and with children at an early age

Outcome 2: Community become aware and participate in the 1000 Books Before Kindergarten reading initiative

Outcome 3: Community become aware and participate in the Collaborative Summer Library Program (CSLP) Libraries Rock reading program

Statement of Need

The Yakama *Indian* Reservation was established by the “*Treaty of 1855*” between the Fourteen Confederated Tribes and Bands of the Yakama Nation and the United States. The United States Congress ratified the Treaty which was signed into law by President Buchanan in 1859 (12 Stat.951).

The Yakama Indian Reservation is comprised of 1,371,918 acres. Although the Yakamas ceded 10,828,800 acres of ancestral homeland to the U.S. government, they reserved their right to hunt, fish, access and use traditional cultural sites, gather traditional foods and medicines, pasture stock and have water in sufficient quantity and quality in all of their “usual and accustomed places” within this ceded area. The Yakama Reservation is primarily agricultural on the valley floor, range or grazing in the foothills and forested to the west and south. The city of Toppenish is located east of the Yakama Indian Nation’s headquarters in the eastern part of the Reservation. The Yakama Reservation covers 1,573 square miles in the south-central Washington counties of Klickitat and Yakima. This territory offers many and varied food sources such as fishing, hunting, and gathering of seasonal wild roots and berries. The members of the Yakama Nation have historically depended on the Columbia River and the salmon for their sustenance. Traditional routes for subsistence were, and continue to be on the Columbia River, starting above Priest Rapids to the traditional fishing site on Celilo Falls, and extending west on the lower Columbia River beyond the Klickitat River tributary. The Yakama Reservation and its members are governed by the Yakama Nation Tribal Council. Self-government was re-established among the Yakamas in 1935. Since the Indian Nation was made up of 14 bands and tribes, each group selected a representative, forming the modern tribal government. In 1947 a rule change provided for election by the General Council of half of the Tribal Council members every two years for four-year terms. All enrolled Yakamas become voting members of the General Council on their eighteenth birthday.

The Yakama Reservation is a rural, isolated, and economically distressed area of South Central Washington. According to the United States Census Bureau, American Fact Finder, Population estimates for Toppenish, WA, in 2016, where Yakama Nation Library is situated is 8,973, with thirty-one thousand (31,272), people living on or near the reservation.

Poverty is pervasive on the Yakama Reservation, as reported by the U.S. Census economic and school data for the target communities. In Toppenish 97.5% of children qualify for Free and reduced lunches at school, where the Yakama Nation Tribal School qualifies at 97.8%, with 34.1% of families living below the poverty level. The residents with a high school diploma or higher is at 48.4% and at 6.4% for residents with a Bachelors degree or higher. The U.S. Census Bureau shows American Indian and Alaska Natives at a rate of 27 percent living at poverty level. The unemployment rate for Yakima County was 6.7% as of November 2017. High unemployment and poverty are directly connected to the lack of basic infrastructure and access to technology on reservations which causes a significant hurdle to Native Americans trying to gain employment in the current technology-driven economy.

The Yakama Nation (YN) currently has 10939 enrolled members. The first language of the Yakama people is Sahaptin. The religion that is practiced by Yakama members is the Longhouse and Shaker Religion. Yakama Nation has a strong sense of pride and is a tight knit community.

However, this is home to residents with high levels of poverty, unemployment, substance abuse, suicide, teen pregnancy, and mental and physical health issues.

The Yakama Nation Library is a part of the Yakama Nation Tribal School and is a public library located at the Cultural Heritage Center in Toppenish, Washington. It has been in operation since 1982. The purpose of the Library is to provide Plateau cultural and mainstream American, educational-contemporary popular materials for its patrons. The mission of the educational branch of Human Services which includes the Yakama Nation Tribal School, Yakama Nation Library and its Computer Lab is to encourage lifelong learning, and promotes cultural awareness utilizing current technology.

Librarians reach out to surrounding schools to tell stories and to share information about the Yakama Culture. The librarians visit the Toppenish, Wapato, and White Swan tribal Head Start programs on a weekly basis throughout the school year. The librarians, along with tribal students also visit the surrounding school districts as requested to tell stories, perform skits and for presentations about the Yakama Culture. It is our goal to increase understanding, appreciation and assist in cultural reclamation of tribal history. Subjects that are shared are the creation story, oral tradition, Sahaptin language, Yakama religion, life way traditions, societal events, and Yakama historical information.

The library has a Multi-Media Club to offer students an activity during after school hours and on Saturdays. The Multi Media Club meets weekly throughout the year to revitalize interest in Yakama Traditional Arts and Culture among students 11-19 years old. The Multi-Media Club students have many opportunities to interact with elders and traditional leaders to exchange knowledge which has helped the youth to relate to their cultural identity. A Multi-media Specialist is available to mentor the club members and assist patrons with video, photography, and audio projects. Club members have assisted with many YN community events.

The computer lab offers computer classes at a minimal cost to the general public and YN Tribal programs. There are 45 computers available to the patrons for general use. Through a partnership with the Washington State Library, patrons also have free access to the self-paced Microsoft Imagine Academy curriculum, The Microsoft Office Specialist (MOS), G-Metrix practice exams and serve as a MOS Certification Exam Proctor site. Approximately 15 Tribal School students and 30 community members have become MOS certified at the Library. A Computer Specialist is available to assist patrons with a variety of digital literacy questions, setting up email accounts, creating resumes, help connecting to the Wi-Fi, and online job applications, etc.

The library serves as an on the job training placement site for surrounding non-profit organizations, such as Northwest Community Action Center, People for People, Washington State Workforce Investment Act(WIA), and Yakama Nation WIA summer youth. All of the placements are temporary and learn routine library duties, along with front desk reception, and copying services. The maximum time for the placement can serve at the library is six months due to the worksite sponsor program funding.

The library is open Monday –Friday from 8am-6pm and on Saturdays 9am-4pm. The library has recently increased its Monday-Friday schedule by one hour and added the Saturday as an

additional day of operation to meet the demand of the patrons and previous community survey results. The library collection consists of 4559 registered patrons and 24669 items in the library collection. The Library Staff has 5 permanent positions, which consists of a Library Administrator, 1 Library Technician III, 1 Library Technician II, 1 Library Administrative Assistant, 1 Multi-Media Specialist and 1 Computer Specialist II. Other services offered are copying, laminating, binding, and faxing.

The library also hosts other activities to engage the community. We hosted our 8th Annual Cultural Multi-Media Youth Workshop with special guest Roger Willie, Winter & Summer Scholastic Book Fair, Dr Seuss Read Across America Day, Star Wars Day, 2 Cabela's Job Fairs, Peyote & Flat Beadwork class, Basket weaving class.

The library has recognized the need to increase efforts to address reading literacy and to expand our outreach to underserved areas. The achievement gap in regards to education and employment is low among Native American youth nationwide. The majority of Yakama Nation students come from low-income, at-risk families and most are at least four grade levels behind their same-age peers in reading. If Native American students have not already dropped out of traditional high school, they are at risk of doing so.

The Striving to Achieve: Helping Native American Students report states:

The state of education in our nation's K-12 schools for Native students is distressing. Native students perform two to three grade levels below their white peers in reading and mathematics. They are 237 percent more likely to drop out of school and 207 percent more likely to be expelled than white students. For every 100 American Indian/Alaska Native kindergartners, only seven will earn a bachelor's degree, compared to 34 of every 100 white kindergartners. These statistics represent a snapshot of the current problem facing Native students.

One contributing factor to this achievement gap is that most American Indian/Alaska Native students are not prepared to learn when they walk through the doors of their school. In addition, the effects of poor economic conditions in many Indian communities add to the challenges facing families and schools. Low-income homes, lack of adequate health care, and other factors create challenges that add to the achievement gap.

The Yakama Nation Library conducted a survey which was distributed to several community members at several community events. The main information from the survey showed that areas outside of the city limits have no transportation to get to the library or have not visited the Yakama Nation Library or were not aware of the YN Library services. During participation in the I Love White Swan day community event there were many community members requesting information about the Yakama Nation Library services and when asked if they would visit a book mobile if it was scheduled to stop in White Swan a 156 of the 200 participants that visited the library information booth stated they would utilize services offered by a book mobile, other

reasons participants stated that they could not utilize a book mobile was due to work or school related reasons. White Swan community will be a priority due to recently being designated to be in a Public Safety Crisis.

Project Design

On a weekly basis the library bookmobile will visit 3 Tribal Head Start Centers and 6 Tribal Housing communities on a monthly basis.

The library has obtained one quality 2010 Chevy Cargo van with low miles from the Yakama Nation Department of Human Services. The van will be customized to include book shelving and possibly additional customization as the budget allows. Two computer stations will be set up with portable desks and portable chairs near the bookmobile scheduled area.

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Goal 2: Provide resources to address Kindergarten Readiness

Outcome 1: Community will become more aware about the importance of reading to and with children at an early age to help prepare for Kindergarten

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Year 1

- Utilize acquired vehicle to carry perform outreach activities. This will present opportunities to educate about the Library resources available to them.
- Create & promote Reading Literacy Advocacy campaigns by utilizing local media such as the Yakama Nation Tribal Radio Station KYNR and Yakama Nation Review Newspaper
- Schedule Book Mobile routes to go to underserved areas within the Yakama Nation Reservation Areas
- Order & acquire books for bookmobile, book distribution books, computer & printer.
- Host Free Book Distributions during scheduled routes & community events to build at home libraries
- Implement the 1000 Books Before Kindergarten and Collaborative Summer Library Program (CSLP) Libraries Rock & provide incentives for participants
- Implement storytelling activities at designated Yakama Nation Community Sites
- Gather sign in sheet data regarding participant success and interest in Bookmobile services
- Will inform community about Book Mobile resources & programming by scheduling Book Mobile activities at local community events.

- During scheduled Book Mobile activities hand out Washington State Library Read to Your Baby pamphlets new parents to provide an informational resource for families to implement reading activities at home with their baby.
- Gain Family participation and attendance to scheduled Book Mobile activities through providing incentives and educating families utilizing the Scholastic Engaging Families in Children's literacy Development Workshop Series.
- Year 1 will be evaluated through a voluntary cross sectional survey that is distributed during community events and to participants.

Year 2

- October 2019 identify any areas that may have been overlooked in Year 1 and implement programming to address those areas.
- Order & acquire books for bookmobile, book distribution books, printer supplies.
- Continue initial planned activities from year one.
- Expand outreach to include areas outside of the boundaries of the Yakama Nation Reservation boundaries, tentative areas include Celilo Village, Georgeville, WA.
- Increase Youth participation in Book Mobile activities by 25% compared to Year 1 baseline count.
- Continue to evaluate Book Mobile activities through a voluntary cross sectional survey that is distributed during community events and to participants.
- Gather sign in sheet data regarding participant success and interest in Bookmobile services
- Request feedback in the form of cross-sectional teacher survey from Yakama Nation Head Start Teachers regarding increased interest in reading.
- Continue implementing 1000 Books Before Kindergarten Program
- Continue implementing storytelling activities at designated Yakama Nation Community Sites
- Continue implementing Reading Literacy Advocacy campaigns utilizing local media such as the Yakama Nation Tribal Radio Station KYNR and Yakama Nation Review Newspaper

The tentative bookmobile schedule would be to rotate on a weekly basis to the Yakama Nation Head Start centers & Child Care Centers and monthly to the six Yakama Nation housing communities. Librarians will continuously rotate the book titles on the bookmobile shelves to ensure a variety of titles for selection. The YN Child Care Program will share the bookmobile scheduled routes to outreach to the child care centers they oversee. The Yakama Nation housing communities are designated sites for the bookmobile route because it would provide the most convenience & ease of accessibility to reading resources for Yakama Nation community members that lack transportation. The bookmobile project staff would work towards integrating the bookmobile into other isolated Yakama Nation tribal communities in Goldendale, Washington and the Celilo village in project Year 2.

Obtain minimal to no cost books from Reading Advocacy vendors such as FIRST BOOK and Scholastic to build at home libraries for youth ages 0-18. Host reading/story time activities to generate an interest in reading at an early age. Provide motivational reading participation

incentives, books to build at home libraries for youth participants, and to engage their families in reading. In many of these children, the books will stimulate a lifelong interest in reading, communicating, and education in general. The project will also aim to provide access to books to all others who experience barriers to access. These populations include seniors, low-income persons, and families who cannot afford to purchase books, and those who are challenged in accessing public libraries, due to reduced mobility, scheduling demands, or simply growing up in families that don't value reading. Tentative activities may also require art supplies, blocks and/or other materials that can assist with child development.

The Library was awarded the Institute of Museum and Library Services Basic grant & 2015 Enhancement grant, Beyond the Walls: Libraries Leading with TV White Space, Young Adult Library Services Association Great Books Give Away and the Bookapalooza Association for Library Service to Children (ALSC) Book grant. With grant funds we were able to replenish the library collection with approximately 10000 new book titles. The Library has purchased some new book shelves to accommodate all of the new books. Our goal is to replace all of the old book shelves as the library budget allows. The Beyond the Walls: Libraries Leading with TV White Space will allow us to expand our Wi-Fi access point to designated tribal community areas.

The library acquires books from First Book at the cost of shipping to help us address Reading Literacy needs. With the First Book books we were able to host 2 book distributions at the library, 1 book distribution at YN Housing National Night Out, and 1 book distribution from our Library float during the Treaty Day Parade. The book distributions provide books to help build at home libraries to encourage reading at home. The library focuses on introducing Reading Literacy concepts at the YN Head Start Centers. Librarians provide one free book a week to each student throughout the 2017-2018 school year resulting with students having 30 books in their at home library by the end of the year.

Preliminary work has also included contacting two other libraries, Wenatchee Public Library & Nisqually Tribal Library, which have Bookmobile Services in the Washington State area. Both libraries provided useful information regarding vehicle recommendations, vehicle maintenance costs, and Outreach Workers of Washington Library Systems (OWWLS). During the 2013 Association of Tribal Libraries & Museums(ATALM) conference the Library Administrator, Merida Kipp, attended the *Weusso on Wheels—Nisqually Tribe Gets a Bookmobile -- Nisqually Indian Tribe*, IMLS Poster Session to speak with Faith Hagenhofer, Library Manager, Nisqually Tribal Library, to get ideas on how to implement a Bookmobile Program. The main barrier the Yakama Nation Library had was the cost for the bookmobile. That barrier has now been removed with the acquisition of the Chevy Cargo van that was transferred to the YN Library at no cost. Librarians have also participated in Washington State Library trainings such as *All Aboard for Storytime: Preparing for Kindergarten Readiness*, and *Every Child Ready to Read and Supercharged storytimes*, to improve Reading Literacy implementation of the Yakama Nation Library storytelling programming at the Yakama Nation Head Start centers.

Impact

Measure will be IMLS Agency-Level Goal 1: Learning: Support Communities of Practice. Surveys and data will be collected from Program/Project participants according to the Performance Measure Support Communities of Practice. Baseline measure will be compared to

initial data prior to the start of the project. The measure will also be compared to increase from Year 1 end to Year 2 end.

Community will become more aware about the importance of reading to and with children at an early age which will result in:

- Increase in children accessing library resources.
- Increase in library book circulation
- Increase in storytelling participation
- Increase awareness regarding Early Childhood introduction to books & reading
- Increase in families reading to their children
- Library Staff will contribute 624 hours of storytelling, reading literacy programming activities.
- Assisting with reading literacy needs of our community to close the Reading achievement gap among Native American students
- Weekly First Book distributions to help build at home library's for at risk youth
- At minimum each year 250 youth in age range 0-18 will participate in the Book Mobile scheduled activities
- Approximately 196 Head Start students will have 30 books in their at home libraries by the end of each school year

Surrounding Community will become aware of the Library services offered which will result in:

- Increase in Community members choosing the Library as a resource for information & other services.
- Increase in new patron registration
- The Library will provide resources in the form of books, staff, and reading programming to community members that is conveniently more accessible.
- Youth will have the opportunity to check out books that could be utilized for leisure at home & school homework.

Communications Plan

The Library Administrator will oversee the creation of the Book Mobile Reading Literacy Advocacy Campaign. Reading Campaign will be created by the current Library Computer Specialist II, Library Multi-Media Specialist and Library Multi-Media Youth club members. The campaign will target surrounding community members of all ages.

Information will be disseminated through public service announcements broadcast on the popular resources for community information through Yakama Nation KYNR radio station, Yakama Nation Review newspaper, and Wapato Independent to promote importance of Reading at an Early Age facts, 1000 Books Before Kindergarten, Book Mobile Services, and other Early Childhood Reading Literacy Initiatives. Will also inform through flyers, posters, social media presentations during YN department meetings, and the YN Library newsletter and website. By broadcasting announcements will assist in increasing awareness to a part of the community that is not aware of the bookmobile services & scheduling.

There are several well attended YN community events that the bookmobile will be placed to provide information about bookmobile scheduling & services, recruit new patrons, promote reading literacy activities, and to demonstrate success for Library stakeholders. We will also display tablet devices with internet access, along with the computer stations during the community events to attract & recruit patrons to the bookmobile. Bookmobile project staff will also conduct impromptu reading literacy lessons to increase awareness about the importance of reading to children at an early age.

Sustainability

Stakeholders have known that there is a need for more outreach to the isolated areas of the reservation. Support has already been provided from through the transfer of the Chevy Cargo van that will be utilized for the project. Stakeholders will be present at some of the community events the Bookmobile will be present. The YN Human Services departments have been assigned to carry out more community outreach to help address Public Safety issues.

The bookmobile project will provide experience for the Childcare program to implement their own reading literacy activities, storytelling presentations, and book distributions. This partnership would create opportunities for Librarians to reach young readers that cannot make it to the library. The partnership would allow both programs to expand reading literacy outreach. The project will create an ongoing collaboration for both programs due to the valuable resources and knowledge each program can provide. The project will bring systemic change by creating an awareness to families about the importance of reading to children. The library will also provide activities for youth to generate their interest in reading. With an increased awareness in reading the community youth will progress to move out of the achievement gap that effects their education.

The library advocates for reading at an early age by having a weekly storytelling presence in all of the Yakama Nation Head Start centers. The library will continually provide books from the library for the bookmobile for youth to check out books to read with their parents. The library also collaborates with Yakama Nation Early Childhood to host onsite storytelling with families. Currently the Library hosts a minimum of three book distributions a year on Dr Seuss Read Across America Day, Star Wars Day and during the Yakama Nation Treaty Day Celebration. The library also hosts other activities to engage the community and collaborates with other Yakama Nation programs to set up information booths for community outreach.

References

Striving to Achieve: Helping Native American Students.

Retrieved from: <http://www.ncsl.org/research/state-tribal-institute/striving-to-achieve-helping-native-american-stude.aspx>

US Census Bureau

Retrieved from:

http://www.census.gov/newsroom/releases/archives/american_community_survey_acs/cb13-29.html

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. 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

- ✓ Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

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.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New 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 format you will use.

A.2 List the equipment, software, and supplies that you will use to create the 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) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may 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).

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, 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).

D. 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).

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

Part III. Projects Developing Software

A. General Information

OMB Control #: 3137-0092, Expiration Date: 7/31/2018

IMLS-CLR-F-0032

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 functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

B. Technical Information

B.1 List the programming languages, platforms, 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) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). 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.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

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

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 personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?