

IMLS ENHANCEMENT PROJECT NARRATIVE

Statement of Need

The Pokagon Band of Potawatomi Indians (“Pokagon Band”) is descended from the Potawatomi Nation, which once occupied lands stretching from the central lower peninsula of Michigan to north-central Illinois. Since 1994, when federal recognition was re-affirmed by the Pokagon Band Restoration Act, the Pokagon Band has grown from a staff of three to a staff of over 400 today. An elected 11-member tribal council governs the Pokagon Band and creates departments to conduct tribal operations and provide services to citizens. The Pokagon Band is fortunate to reside in its ancestral homeland having successfully avoided removal in the 1830’s, however the Band lost its land base during that time and consequently does not have a reservation in the traditional sense. Instead, the Pokagon Band Restoration Act established a ten-county service area that includes four counties in southwest Michigan and six counties in northern Indiana. Of the Band’s 5,802 enrolled citizens, 2,520 reside in the service area, with most of the population concentrated near traditional village sites in Berrien, Cass, and Van Buren counties.

Remaining in their homeland entailed trade-offs for the Pokagon Potawatomi, including loss of their land base and living among predominantly white communities. In the late nineteenth century and well into the twentieth, the culture-stripping practices of Michigan’s Indian boarding schools took their toll on Potawatomi language and culture. To speak Potawatomi was to risk forced removal from the home. It became a matter of survival to ensure that Pokagon children spoke English. As a result, there are no longer any native speakers of Potawatomi among the Pokagon Band, and the language loss came with an attendant erosion of cultural identity. To recuperate these losses, the Pokagon Band’s Department of Language and Culture has been working hard to revitalize the Potawatomi language and support the tribe in regaining its cultural heritage, which is vitally important to healing from past traumas and developing a sense of identity and belonging, especially for children.

In addition to language loss, the Pokagon Band faces challenges formed in large part by the 160 years in which it was denied federal recognition and a land base. During those decades the Pokagon Band had no resources and suffered from the effects of poverty, unemployment, and lack of adequate housing. This legacy of dispossession has caused the Pokagon Band to struggle with social issues including alcohol and substance abuse, unstable families, separation of children from parents, and barriers to academic achievement. Educational attainment among the Pokagon Band continues to lag behind the U.S. population overall. Nationally, 89 percent of people earn at least a high school diploma and 32 percent earn a bachelor’s degree or higher compared to 75 percent and 17 percent, respectively, for Pokagon Band citizens.¹

The specific needs to be addressed by the proposed Project include needs among Pokagon Elders for accessible, affordable, and relevant ongoing educational opportunities that will empower them to help address needs in the broader Pokagon community. The Project will also address a lack of Potawatomi-specific teaching aids to introduce young children to Potawatomi language and

¹ <https://www.census.gov/data/tables/2018/demo/education-attainment/cps-detailed-tables.html>, 2018 educational attainment tables, retrieved May 7, 2020; 2017 Pokagon Tribal Census, p. 19.

culture. While there are educational materials available in Anishinaabemowin, a language similar to Potawatomi, no such materials exist in Potawatomi.

The Pokagon Band tribal library was named “The Simon Pokagon Memorial Research Library” (“Library”) in September 2015 and is housed in the Department of Education’s offices at the Tribal Administration Building in Dowagiac, Michigan. It is open Monday through Friday from 8 a.m. to 5 p.m., with occasional evening and weekend hours during special events. The Library has two computers and a printer available to citizens and houses a wide range of Native resource books that citizens can use to research Native American topics.

In 2017, the Department of Education worked with the Department of Information Technology to bring a digital library to citizens by subscribing to OverDrive. OverDrive is a custom website that gives library users around-the-clock access to a digital collection of eBooks, audiobooks, streaming videos, and periodicals. Users are able to browse the digital collection, borrow titles, and enjoy them in many different ways—through the OverDrive app, in their browser, on eReaders or MP3 players, in the NOOK reading app, or in Kindle reading apps. The digital holdings include 342 eBook titles (404 copies), 44 audiobook titles (45 copies), and 10 video titles (11 copies). In addition, an OCLC subscription enables unlimited access to WorldCat.

To address the challenges of language loss and the educational needs of tribal Elders, the Library proposes a two-pronged program serving the Pokagon Band’s oldest and youngest citizens. The Project will:

- 1) Provide a Lifelong Learning Program for Pokagon Band Elders. The program will empower Elders to help address needs in the Pokagon community while also increasing their information literacy skills and use of the physical and online Library. A combination of online and in-Library trainings will be offered on the following topics:
 - Indian Child Welfare Act (ICWA)
 - Court Appointed Special Advocate (CASA) Program
 - Substance Abuse and Mental Health Services (SAMHSA) trainings on preventing substance misuse and promoting community wellness
 - Individual Education Plans (IEP)
 - Native American Graves Protection and Repatriation Act (NAGPRA)
- 2) Fund the development of Potawatomi-specific language and culture educational materials, both online (language games and storybooks) and physical (coloring books, games, and posters), for young children to be used by Pokagon families, Community Language Classes, and the Zagbëgon preschool academy.

The Lifelong Learning Program for Elders will address multiple needs beginning with the need for educational enrichment programs for Pokagon Band Elders. Many organizations provide trainings on issues facing Native Americans, and the Pokagon Band Library Coordinator has reached out to these agencies to discuss trainings that could be offered to tribal Elders through the proposed Project. The programming selected will educate Elders about issues and legislation affecting the daily lives of Native Americans and give Elders the knowledge, skills, and confidence to help improve the wellbeing of their families and the broader Pokagon community. A combination of

in-Library and online programs will be offered to engage Elders living nearby as well as those living at a distance from the Library and outside of the Pokagon Band's service area. In addition to educating Elders about issues of concern in the Native American community, the program will increase in-person use of the Library and impart computer and information literacy skills.

The creation of Potawatomi-specific language and culture educational materials addresses the need to revitalize the Potawatomi language. The Pokagon Band's Language Program offers Community Language Classes for people of all ages, and the Band's Education Department operates a preschool academy called Zagbëgon (meaning "sprouts" in Potawatomi). The proposed materials will be available to all citizens but especially promoted for use by families with young children who are taking Community Language Classes so they can engage in language learning at home. The materials will also be used by Zagbëgon, which provides regular lessons in language and culture. The creation of online language-learning games and storybooks, which can be accessed from home or school, and physical games, coloring books, and posters, which can be used in the Library or checked out for use at home, in Community Language Classes, or in Zagbëgon, will promote use of the Potawatomi language among the Pokagon Band's children and enhance language revitalization efforts already underway. The online resources will be available to the general public, and Project staff will make other Potawatomi Bands aware of the availability of the online language learning materials.

To identify the need for this Project as a priority, an informal assessment was conducted that entailed reviewing recent citizen surveys and tribal mission and vision documents as well as consulting with key constituencies and staff. As reflected in the 2017 Pokagon Tribal Census and the Band's mission and vision statements, the Pokagon Band is committed to pursuing seven desired outcomes², three of which are addressed the proposed Project, namely:

- Honor and share Elders' wisdom.
- Develop comprehensive educational opportunities for Pokagon Band citizens.
- Revitalize language and culture.

The importance of enhanced educational opportunities and language revitalization was also emphasized in a list of citizen-identified priorities in which "Create educational opportunities" and "Develop more language and cultural preservation programs" ranked third and fourth, respectively.

A 2019 survey of participants in Community Language Classes revealed widespread support for additional language learning aids for children, and the Language Program Manager, Youth Cultural Coordinator, and Zagbëgon Site Manager have all highlighted the need for such materials in the Potawatomi language.

Elders Council, which is charged with coordinating available funding with Elders' needs as well as monitoring all programs related in any way to Elders, was consulted for their feedback on the proposed Project and they unanimously endorsed it. The IMLS Enhancement Grant opportunity and the Project ideas were also presented to Tribal Council, and the Council passed a resolution approving the submission of an IMLS grant proposal to fund the proposed Project.

² Pokagon Band Tribal Census, 2017, p. 7.

Project Design

The Pokagon Band has selected the IMLS-Agency Level Goal to **promote lifelong learning** for people of all ages through the Library, and the performance objective of **continuous learning for families and individuals with diverse backgrounds and needs**. Specifically, the Project seeks to respond to community lifelong learning priorities through the following goals and objectives:

Goal 1: Provide lifelong learning opportunities for Pokagon Band Elders.

Objective 1.A: Implement a series of trainings in the Library and online on issues and legislation affecting Native Americans to empower Elders to help address challenges in the Pokagon community.

Goal 2: Support the Pokagon Band's language revitalization work by developing Potawatomi-specific language and culture teaching aids for Pokagon children.

Objective 2.A: Create an online learning platform with Potawatomi language games and storybooks.

Objective 2.B: Create customized language kits consisting of games, coloring books, and posters, and support materials for parents and teachers.

Provide lifelong learning opportunities for Pokagon Band Elders: Process and Activities. Soon after award notification, the Library Coordinator—who will serve as Project Director—will begin implementing the Lifelong Learning Program for Elders. In the course of developing this proposal, discussions were held with representatives of the various agencies who will provide the trainings. The Project Director will inform these agency contacts of the award and work with them to schedule the trainings to be offered during Year 1. Contingency plans to offer these trainings in a completely online format are in place in case the COVID-19 pandemic continues to pose a danger to in-person gatherings in the coming year. Five trainings, one on each proposed topic, will be offered during Year 1, with follow-up trainings on each topic offered during Year 2. Depending on the response to the Year 1 trainings, those in Year 2 will either be a repeat of what was previously offered or build on Year 1 trainings to explore a topic in greater depth.

To support the Library trainings, funds are requested for ten laptops for Elders to use. These laptops will also be available to Library patrons generally. As Elders engage in trainings and use the laptops with the guidance of Library staff, they will also be able to increase their computer and information literacy and learn more about the resources the Library offers.

The five training topics are described in more detail below. Each of these trainings can also be delivered virtually, and the Pokagon Band will offer some of these online trainings in conjunction with in-person trainings depending upon interest among Elders who live too far away to attend. The online trainings have been, or are being, developed by the agencies below outside of the scope of the proposed Project for their own purposes in fulfilling their missions. Therefore, these online trainings are not addressed in the Digital Products Form.

Indian Child Welfare Act (ICWA)—The National Indian Child Welfare Association (NICWA) offers a five-hour online training course on the Indian Child Welfare Act. This course costs \$100

and includes 4.5 CEUs approved by the National Association of Social Workers. A certificate is provided upon successful completion of the course. Requested funds will cover the cost of fifteen Elders to take the online course in both Years 1 and 2. The Library will offer guided sessions in the Library for those who would prefer a little more structure or are not comfortable using computers.

NICWA also offers more in-depth in-person trainings. Funds are requested for a three-day “Understanding ICWA” training to be offered for ten people in the Library during Year 2. A cost estimate and training agenda are included in the Attachments.

Court Appointed Special Advocate (CASA) Program—This course will be offered in the Library for up to ten participants. The training will be delivered over eight weeks during one two-hour session weekly. Those who successfully complete the training will receive a certificate. The cost of the training is \$150, which reimburses CASA for supplies. The CASA training will be offered in Years 1 and 2.

Substance Abuse and Mental Health Services (SAMHSA)—The SAMHSA Tribal Training and Technical Assistance (TTA) Center uses a culturally relevant, holistic approach to deliver trainings on a variety of topics including cultural competency, historical trauma, substance use disorders, and mental health promotion. Funds are requested to offer a SAMHSA training in both Years 1 and 2. The training in Year 1 will provide a general overview of these topics or facilitate a wellness gathering to gain a sense of the issues affecting the Pokagon community. The training in Year 2 will provide an in-depth exploration of an issue that Elders identified as particularly significant in Year 1. Elders Council will be consulted on the details of these offerings.

Individual Education Plans (IEP)—Many Elders are raising grandchildren or are highly involved in their grandchildren’s lives. To help Elders advocate on behalf of children with IEPs, this half-day training will be offered at least once in both Years 1 and 2. Trainings are provided by a regional parent mentor at no cost.

Native American Graves Protection and Repatriation Act (NAGPRA)—Many Elders are unfamiliar with the details of NAGPRA, which provides for the repatriation and disposition of Native American remains and objects of cultural significance. At least one half-day NAGPRA training will be offered in both Years 1 and 2 by Pokagon Band historical preservation staff at no cost.

Key activities:

- Notify agency contacts of award and schedule Year 1 trainings
- Meet with Elders Council, Social Services staff, and Communications staff to create plan for publicizing the trainings
- Create process for registering for trainings
- Promote training opportunities among tribal Elders
- Determine which trainings should also be offered online
- Offer Year 1 trainings
- Assess effectiveness of Elder trainings through post-training evaluations
- Plan Year 2 trainings based on feedback from Elders
- Offer Year 2 trainings

Develop Potawatomi-Specific Language and Culture Teaching Aids: Process and Activities. The Pokagon Band has identified the company Native Teaching Aids (“NTA”) as an organization with the skills and experience necessary to meet the Band’s need for Potawatomi-specific educational materials and has worked with NTA on a preliminary timeline and cost estimate (please see quotes in the Attachments). NTA will work with the Project Director and other key Pokagon Band staff to development Potawatomi-specific language and culture educational materials (both online and physical) during the first six months of the project (see Schedule of Completion in the Attachments). The Pokagon Band will also contract with an illustrator to provide Pokagon-specific images for a portion of the materials being developed by NTA. These educational resources will consist of online language learning games and online Potawatomi storybooks as well as physical Potawatomi-specific educational kits including games, coloring books, and posters. The kits will be organized around the 13-month lunar calendar traditionally used by the Potawatomi, with each unit representing a moon. The kits will also include teacher editions for use by parents as well as teachers in the Community Language Classes and Zagbëgon. Once the online Potawatomi language-learning platform has been created, a link will be posted on the Pokagon Band Library website that will be accessible to Pokagon Band citizens. A link will also be posted on a webpage accessible to the general public. The website will be similar to one created by NTA for the Salish tribe: www.salishlanguagegames.com. Please see the Digital Products Form in the Attachments regarding these online resources. Physical learning aids, including posters, games, and coloring books, will be housed in the Library and available for use by Pokagon families, Community Language Classes, and the Zagbëgon academy.

Key activities:

- Execute a contract with Native Teaching Aids (NTA) to develop Potawatomi educational materials
- Identify and execute a contract with an illustrator
- Work with illustrator to create Pokagon-specific images for educational materials and online storybooks
- Provide written language, recordings of spoken language, and images to NTA to use in creating online language learning games and storybooks as well as physical educational materials
- Launch website with Potawatomi language games and storybooks
- Make physical Potawatomi educational materials available to Pokagon families, instructors of Community Language Classes, and Zagbëgon teachers
- Publicize availability of the language website among the Pokagon community and other Potawatomi Bands
- Publicize availability of the physical Potawatomi education materials to Pokagon families

Neither the procedures for developing the Lifelong Learning Program for Elders nor the Potawatomi-specific language learning materials deviate from accepted practice.

Impact

As described in the Project Design section, the intended goals of the project are to 1) provide lifelong learning opportunities for Pokagon Band Elders, and 2) support the Pokagon Band’s

language revitalization work by providing Potawatomi-specific language and culture teaching aids for Pokagon children.

Intended outcomes for Pokagon Elders under Goal 1 are:

- Greater self-confidence
- Greater sense of agency in making positive contributions to the Pokagon community
- Greater awareness of the resources offered by the Library
- Increased computer literacy

Progress toward achieving these outcomes will be measured by the number of Elders participating in the trainings and feedback from Elders on evaluations completed after each training.

Intended outcomes for Pokagon children under Goal 2 are:

- Increased vocabulary in the Potawatomi language
- Stronger connection to the Pokagon community
- Stronger sense of identity
- Greater insight and awareness of their surrounding region and the seasonal changes happening in the human and the natural world

Progress toward achieving these outcomes will be measured by the number of families checking out the educational materials from the Library, the number of visits to the online language website, and the extent to which the language materials are used by the Community Language Classes and Zagbëgon. Short surveys will also be conducted with parents and teachers asking how they are using the materials and the impact they are observing in the children.

Expected risks could potentially include low participation in the trainings by Elders. The contingency plan is to work through Elders Council to identify possible barriers to participation and also to reach out to people individually to personally invite them to attend a training.

Another potential risk would be that Pokagon families would not make use of the Potawatomi language learning resources with their children. The contingency plan would be for the Project Director to work with Community Language Class teachers and Zagbëgon staff to promote use of the materials at home and to suggest home-based activities related to what is being taught in the classroom. In addition, the Project Director could work with the Youth Cultural Coordinator to plan community events using the language and culture materials.

Communications Plan

The Communications Plan for the Lifelong Learning Program for Elders is for the Project Director to work with Elders Council, the Elders Associate in the Education Department, Social Services staff, and Communications staff to publicize the trainings and encourage Elder participation. Part of the Elders Council's charge is to provide a communication network to disperse information among tribal Elders. Elders Council will promote the trainings to tribal Elders through existing mechanisms and also serve as a conduit for receiving feedback on the trainings. Upcoming trainings will also be announced at the monthly social luncheon for Elders in the Community

Center. The Department of Social Services runs a congregate meal program for Elders and often organizes speakers to present at weekly lunches. The trainings will be promoted through that venue as well. Finally, the Communications staff will publicize the trainings in email blasts to citizens and in the monthly tribal newsletter.

The Communications Plan for the Potawatomi-specific language and culture teaching aids is for the Project Director to work with the Communications staff, Language and Culture staff, and Zagbëgon Site Manager to publicize the availability of these resources and promote their use. Staff in the Communications Department will do an email blast to tribal citizens and publicize the materials in the monthly tribal newsletter. Staff in the Language and Culture Department will publicize these resources among the citizens enrolled in Community Language Classes. Finally, the Zagbëgon Site Manager will ensure use of these materials by the academy and promote their use at home. The Project Director and Language and Culture staff will also reach out to their counterparts in other Potawatomi Bands to make other Native American libraries and language and culture programs aware of the availability of the online resources.

Sustainability

A number of the lifelong learning programs for Elders can be offered at little or no cost and will be integrated into regular Library programming. The more expensive programs, such as the ICWA and SAMHSA trainings, will be covered by tribal funds in the future if they prove to be popular among Elders. It is anticipated that the trainings offered by the Library will change over time in response to the needs of and feedback from Pokagon Elders. As Elders become more knowledgeable about issues confronting Native Americans, they will feel more empowered to address challenges in the Pokagon community and make valuable contributions to community strength and wellness.

Once the online and physical education materials have been developed, they will last for a long time. After the grant period, the Pokagon Band will either house the website with the language games and online storybooks on its own server to be maintained by Pokagon Band IT staff or pay a fee of \$720 per year for Native Teaching Aids to maintain the website on its server. The Library Coordinator/Project Director will monitor the condition of the Potawatomi language learning kits and replace items as needed out of the Library's operating budget. It is anticipated that these materials will be used not only by Pokagon families, Community Language Classes, and the Zagbëgon academy but also by a planned Language Nest for children ages 0-3 that will be established in the coming years. Over time, these Library resources will enhance language revitalization efforts, build a positive tribal identity, and instill a sense of pride in Potawatomi culture and heritage.



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?