

Yerington Paiute Tribe, 2019 IMLS Enhancement Grant

Enlightening Culture and Traditional Plants

Educational Programming

ABSTRACT

The Yerington Paiute Tribal Library is dedicated to enlightening and ongoing enhancements of Taboosi Tukadu culture, language, and way of life. The Tribal members of Taboosi Tukadu understand that learning the language, culture, and values builds a link that is essential to individual and community health and security. IMLS Enhancement project will expand and enhance our library which will strengthen the substantiality of our community, promote and preserve Taboosi Tukadu culture, language and knowledge, improve access to library and resource materials, which will have tribal publications printed and readily available for disseminations to tribal citizens through our tribal library, supported in part by the Native American Library Services Basic Grant. Will continue to schedule family activities that bring community children and elders together to learn the cultural history while providing growth in literacy skills; be able to access traditional foods through building and planting Native American plants, fruits and vegetables to promote healthy eating habits, move our VHS recordings to DVDS for use by patrons, purchase a new copy machine, and new library software to convert over to bar coding.

Enlightening Culture and Traditional Plants program will be presented over two twelve-month periods evolving around the seasons, teaching, retaining and preserving the traditional seasonal activities and life-ways of the indigenous people of the Yerington Paiute Tribe (YPT). Intended audience for this program will serve residents and Tribal members of all ages who live on the reservation and colony of the YPT, as well as tourists and other visitors to the community. Provide services to those who are underserved and designed to show families that they can unite together traditional and new knowledge. The community needs will be addressed through literacy enhancement activities in the library, monthly cultural activities, workshops on traditional plants with hands on training in the hoop house, and to bring the importance of literacy, family harmony, culture and educational growth to provide a superior opportunity to learn the YPT history, language and culture.

Specific project goals are (1) Better support and enhance the community, summer youth language and culture programs; (2) Increase number of language and culture classes held in library, to raise self-esteem and self-identity among tribal members and help families understand that cultural ways are just as important as education; Increase number of participants and participant hours attending cultural programs. (3) Hoop House with cultural plants and vegetation, teaching healthy eating habits to prevent diabetes among our youth and help tribal members overcomes barriers to access traditional foods and increase local healthy and traditional foods.

The goal with these presentations and amenities is to bring the underserved families together in to discover and learn collectively. As well as enhance cultural educational, improve the quality and access to library and information services, support individuals needs for education, workforce development and literacy skills, to eliminate barriers for tribal families and sharing existing cultural experiences of the Taboosi Tukadu people. Success of the project will be measured by the number of patrons, participants in activities, and overall satisfaction from the participants.

Narrative

Statement of Need

The Yerington Paiute Tribe is requesting funding through the IMLS Enhancement Grant for our upcoming project called “Enlightening Culture and Traditional Plants through Literacy”, which is our vision to preserve and promote our cultural truths to better serve the community members of the YPT. The traditional language of the tribe has few fluent speakers within the community. There are less than a dozen tribal members within the community who partially speak and understand the language. Language loss has impacted the community over time and many tribal members are longing to learn more about their history, culture, and language. With available access to government documents, books, and music it helps tribal members of all age to part together new knowledge that is passed down from elders and a variety of language resources available to patrons like past language class materials, CDs and cassettes. The YPT are Numu whose Paiute name is Taboosi Tukadu and was established on July 1934 through the Indian Reorganization Act.

Tribal lands totals 1,671 acres and are divided into two parcels in Lyon County. The larger tract of approximately 1,655 acres known as Campbell Ranch with a population totaling 438 according to the Tribal census and 16 acres located within the city of Yerington, NV known as the Colony with a population of 252 according to the Tribal census. Total tribal membership as of April 2019 is approximately 1,144. Today, the YPT is governed by a 7-member Tribal Council, Chairman, Vice-Chairman, and 5 members. The Tribe provides many services through the Education Center/Tribal Library, Elders Program, Tribal Health Clinic, Tribal Enterprises, Commodities, Environmental, and Wellness Center.

Educational levels are a low among many tribal members living on the reservation. Children and teens currently experience some reinforcement about the importance of reading. Literacy activities would be a value and to be able to increase the opportunities for children to read out of school with the help of the Enhancement grant. Through existing partnerships of the IMLS Basic Grant YPT would be able to offer more areas of needs to be met to our families. Staff would be able to identify formal literacy programs to adapt to the Taboosi Tukadu community and have families reading and learning together.

The YPT proposes to address three primary needs: 1) Better support and enhance the community, summer youth language and cultural program to strengthen literacy skills within the community; 2) increase number of language and cultural classes held in the library to promote and preserve Taboosi Tukadu culture, language, and knowledge; 3) educational and literacy workshops on cultural plants and vegetation.

Within the department is the Tribal Library which provides tribal members with access to library services, computer/internet services and educational/cultural opportunities that would otherwise not be available to community members. The department supports tribal members with academic achievement and social success while maintain a positive identity as a Native American. The department is staffed by the Education Director, Tribal Youth Education Assistant/Librarian, two (2) Community-Based Instructors, College & Career Coach, and Tutor Aide. Our center is open to the community from 8:00AM-6PM Mon-Thursday and 8:00AM-5PM on Fridays. Current programming includes cultural workshops at the library open to all community members, elementary-high school classroom visits, and literacy activities, and a summer program for children and teens. Total volumes owned by the Tribal Library are

approximately 500 books and 40 DVD's relating to or created by Native Americans, including fiction, nonfiction, biographies, and poetry covering historical, tribal, environmental, food/nutrition, and "DIY" topics. There is a mounted flat screen TV, a cd/cassette player and 2 computers with internet access. The Tribal Library offers literacy-based activities utilizing many of the books and media in the library. Such programs are cultural awareness workshops, reading challenges with the youth and prevention presentations. The library has 40 documented current patrons and equipped with two computer workstations and one printer with basic software for the educational needs of students and young adults. We serve an average of 30 community members per month.

The purpose of this program will be to build up our community members in literacy, culture, language and knowledge. Address the issues of literacy and educational levels that exist for the majority of the low-income population of the YPT. Activities and services will be implemented following the seasonal chart, with emphasis on family members teaching other relatives. Help overcome barriers for our community members to access traditional foods and increase local knowledge of the importance of traditional plants thru literacy reading activities and hands on interaction as there is no local farmers market with in the county.

Needs assessment

Under the funding of the Basic IMLS Grant a library assessment was conducted in 2016 (see attachment). As a result of the assessment, suggestions were made on how we can better serve our community. Suggestions include:

1. Improve and expand Tribal Library services and educational resources to community members.
2. Support, educate, and guide the tribal members and library users.
3. Continuously seek additional resources through grants.
4. Increase the Tribal Library's holding and collections of specialized materials addressing local tribal history, cultural affairs and stories.
5. Begin work toward the bar-coding and cataloging of the collections including the media and reference materials in In-Line Public Access Catalog (OPAC) and Library system software.

Until March 2017, there had not been any Library sponsored services or programs since 2011. In February 2017, a survey was conducted to identify the interests of the community. 95% indicated that they believe preserving and learning the culture; 70% indicated it was hard to find cultural information specific to the Taboosi Tukadu Numu. The top three literature subjects identified were in order of preference; Paiute/ Great Basin Culture, How-to/Self Help, Native American nonfictional. Topics of high importance were: improved literacy and educational attainment, more activities for youth and parents, and cultural preservation. Another interest the Library identified was subjects of programs and classes. We found that the community is more interested in contemporary arts, like bead working and basketry, rather than traditional arts, like flint knapping and primitive tools and weapons. After conducting this survey, interested/concerned adults have reached out expressing dire need for cultural classes and programs. The library needs to educate the youth and instill a positive sense of cultural identity while sharing the YPT's heritage. Tribal members also deliberated that they need a place where they can read, and learn about the culture and history of the tribe. There is no place within the community where these activities continue on a regular basis throughout the

year. With transportation being a significant barrier to most community members our center is within walking distance of the Campbell Ranch residents. School age students shared that the importance of being able to access the material for their school works when it comes to doing researches. As education is a great value of the YPT because of the self-sufficiency and strengthening of our youth, review was done within the local Lyon County School District and many of our youth living on the reservation are at risk of facing the same social conditions of low high school graduation rates, high unemployment and poverty as the adults. With literacy activities we raise academic excellence. The Tribal library will use these assessments as a baseline to compare final results of the project's success.

Project Design

Our vision is to provide a welcoming library supporting an energetic learning community. As determined from the assessments of community needs, the project intends to achieve the following outcome and goals:

- 1) To better support and enhance the community, summer youth program with language, and culture programs.
- 2) Increase number of language and culture classes held in the library in a structured seasonal pattern with emphasize on the Paiute people, preserving culture and raise self-esteem and self-identity among tribal members;
- 3) Cultural plants and vegetation, through hands on teaching and interactions within a hoop house, to instill the importance of healthy eating habits among our youth, adults and support from the elders to share their knowledge of traditional plants. This will help tribal members overcome barriers to access to traditional foods.

Goal 1: *To better support and enhance the community, summer youth program with language, and culture programs.*

Action Plan: Will promote lifelong learning; servicing all ages of community members/tribal members: (a) identify and catalog cultural resources and materials such as tribal publications and educational materials produced by the YPT to continue community use; (b) Identify new resources and provide a wider range of programs and library resources to the community; (c) Library staff will provide field trips to local public and museums at least twice per year; (d) Coordinate with other tribal programs and departments for community outreach to obtain tribal resource materials; (e) Provide formal multi-generational reading programs that are culturally relevant to help literacy skill development to all ages (f) Attend IMLS trainings; (g) Partner with tribal programs, such as the Head Start Program, Summer Youth Program, After School Program and community to provide weekly literacy activities; (h) Establish a monthly calendar of activities.

Productivities: number of new cultural resources learned, number of literacy activities, number of participants in formal literacy programs, number of dispersed items and calendar of activities.

Timeline and Resources: The activities defined above will be carried out primarily by the Education Assistant/Tribal Librarian. Will partner with local Head Start September 2019 and Summer Youth Program June 2020 to identify and provide formal multi-generational reading

programs that are culturally relevant to help support individuals needs for education development to all ages to focus on literacy skills. Staff will coordinate with partners to provide community member field trips to local public museums twice per year January 2020 and June 2020. In addition this project will provide weekly literacy activities, such as story time to our youth grades K-12th that will be provided at the library which was recently renovated to provide more space and library services that provide tribal education programs; Monthly calendar of activities will be advertised in the tribal newsletter, online via social media, and distributed to tribal programs to share with their clients by October 2019; Ongoing throughout the two project years.

Goal 2: Increase number of language and culture classes held in the library in a structured seasonal pattern with emphasize on the Paiute people, preserving culture and raise self-esteem and self-identity among tribal members:

Action Plan: Enhancement of cultural skills and language of Taboosi Tukadu members: (a) offer cultural activities in an organized seasonal outline, according with the traditional life-ways of the Paiute people, therefore recalling and conserving a living culture. (b) Cultural activities and workshops that integrate library resources; (c) Collaborate with the Taboosi Tukadu Elder Center to engage elders in giving cultural presentations, share traditional stories as suitable, and lead story time; (d) Basket making of Paiute cradleboards; (e) Language classes to the youth during After School Program and Summer Youth Program; (f) raise self-esteem and self-identity by linking life-way teachings with already exiting literacy activities and educational programs.

Timeline and Resources: Classes will be designed for community members of all ages and serve an outreach effort to entice community members who are interested in learning more about the culture whom may not be likely to visit the library beginning in October 2019; Stories will be based on elders availability starting in September 2019 to integrate with literacy activities with local Head Start and After School Program; Paiute language beginning in August 2020 will continue throughout summer 2020; Basket making February 2020 thru May 2020 will continue throughout the two year project; Ongoing throughout the two project years.

Goal 3: Cultural plants and vegetation, through hands on teaching and interactions within a hoop house, to instill the importance of healthy eating habits among our youth, adults and support from the elders to share their knowledge of traditional plants. This will help tribal members overcome barriers to access to traditional foods.

Action Plan: (a) restore hoop house for year round planting and harvesting; (b) ethnobotany class to all ages; (c) gain cultural resources and materials; (c) create and develop displays for educational purposes (d) provide historical presentations adequate for specific plants; (e) revitalization of traditional plants and vegetation; (d) Annual Pinenut Blessing and field trips to gathering locations. (e) Tours and outreach activities to greenhouse and garden and learn about traditional plant use, nutrition to all ages. (f) Traditional knowledge and real life experience thru our Elders to share with the youth and their families with workshops

Timeline and Resources: Staff will collaborate with partners to provide resources to reestablishing hoop house beginning in November 2019; planting of traditional plants and vegetation in winter to early Spring January 2020; Annual Pinenut Blessing in April 2020; classes will begin in March 2020; staff will coordinate field trips at least twice per year when in season; age appropriate workshops will be provided at the library; focus of strengthening parenting and

literacy skills of parents by providing family engagement classes and engaging their learning thru resource material and hands on activities; ongoing throughout the two project years and by the end of the grant funding, we expect it to be ongoing with the library.

Impact

This project is intended to build capacity, promote lifelong learning and increase the publics' access to information relating to the Taboosi Tukadu culture and language as well as improve and enhance literacy skills within our community amongst our members.

With a cultural breach due to lack of knowledge to pass to children this project will bring some of the lost knowledge to parents and as well as our youth during the different programs. The goal of YPT is to offer all community members educational, historical and resources on the Taboosi Tukadu and Paiute culture while implanting literacy and educational skills into the participants. The theory of using season-based is to help with direction of literacy and cultural activities to show the way of life of our ancestors during specific periods and to also intermingle the Paiute language into the programs. Outcomes expected from this project are:

Goal 1: *Better support and enhance the community, summer youth program with language, and culture programs.*

- 50% increase of Tribal Publications and materials available to the community (i.e. reprinting of tribal publications, updating library resources)
- 75% library patrons will report that the Tribal Library effectively meets their educational needs. Annual satisfaction surveys will be distributed amongst patrons and participants to determine overall success of materials and resources.
- Improved cataloging of books and check out process
- 15 families will participate in library/literacy based cultural programs that are designed around the seasonal activities calendar. Staff will track all participants.
- 20% of adults will show a growth in literacy skills through the use of a literacy assessment
- 40 participants will have completed the library's cultural appropriate multi-generational reading program. Staff will track the number of individuals who participate in literacy program.
- Increase the number of unduplicated children and youth who visit the library from 20 to 40 per year. A visitor's log will be kept.

Goal 2: *Increase number of language and culture classes held in the library in a structured seasonal pattern with emphasize on the Paiute people, preserving culture and raise self-esteem and self-identity among tribal members.*

- 100 community members will have participated in a workshop annually. Library staff will track the number of participants who attend workshops.
- 60% of all workshop participants will report that they gained new knowledge and skills yearly. Workshop and training participants will complete an evaluation at the end of each workshop to evaluate the effectiveness, knowledge of skills and also to help identify topics for future workshops within season. Staff will collect and analyze data from such evaluations annually in September as a pre and post.

- Increase the number of participants and participant hours attending language and culture classes hosted by the library, to 20 unduplicated participants and 400 participant hours per year. Class schedules and sign-in sheets will be maintained.
- Increase the number of language and culture classes that are held in the Tribal library to 24 per year. Class schedules and sign-in sheets will be maintained.

Goal 3: *Cultural plants and vegetation, through hands on teaching and interactions within a hoop house, to instill the importance of healthy eating habits among our youth, adults and support from the elders to share their knowledge of traditional plants. This will help tribal members overcome barriers to access to traditional foods.*

- 60% Students will be able to identify key ways Native American's utilized plants for food and medicine.
- Students will understand the benefits of native plants.
- Students will analyze their own use of plants.
- Increase the number of ethnobotany classes that are held in the Tribal library 0 to 6 per year. Class schedules and sign-in sheets will be maintained.
- Eliminate barriers to traditional plants.

By the end of this project period, we anticipate the ability to provide a more experienced approach to community engagement, increased membership and community involvement of services to the community. To define our success, we will provide influence and customer satisfaction surveys to library patrons post-funding to determine our areas of improvement, our strengths and weaknesses.

Communication Plan

The target group identified for this Tribal library enhancement project includes residents and Tribal members of all ages who live in Campbell Ranch and Colony area of Lyon County as well as visitors to the community. Family and community activities will be held in the new library that focuses on Taboosi Tukadu language, culture and history. Communication of library events, activities, and hours of operation in a small environment like Campbell Ranch and the Colony is easy. Word of mouth activities and events travel quickly, and local residents are always eager to learn their culture. The Tribal Librarian will be responsible for using posted flyers, announcements within the community and tribal newsletter to engage the target audience.

Data will be collected by documenting the number of participants in each activity and the number of activities that the library holds. Each class will have a pre and post survey to allow for evaluation of participant satisfaction and knowledge gained post-class or program. The library reports monthly to the tribal council on services that the library produces.

Throughout the program year staff will conduct surveys and collaborate with agencies and families to help develop recommendations of literature and specific approaches for cultural methods for season activities to ensure that the implementation is a success. The long term goal is to increase the knowledge of Taboosi Tukadu culture and language, educational achievement, literacy enhancement, provide self-esteem and raise self-awareness amongst the tribal members within our community. The partners will be used to help with the literacy skills programs and involve parent and children interactions.

Brief description of key partners:

- ITCN Head Start (Yerington NV)- Yerington NV Head Start serves 18 children ages 3-5 and their families, in all aspects of pre-school educational activities. Head Start has aged appropriate activities but does not implement the Taboosi Tukadu culture to the children.
- Taboosi Tukadu Nobe (Elder Center)- The Elder Center is of such valuable resource, the facility is where the YPT elders meet and receive services to stay active with in the community and share culture. The YPT Elders are of great aspect and involving them in many cultural activities would be of great value.
- Tribal Library- The YPT Education Dept currently has a Tribal Library with the IMLS Basic Grant and offers the community with resources of Native American literature and children's books.

Sustainability:

This project will establish partnerships and an outline for collaborating that we plan to continue thriving into the future. The Tribal Library can use the structure created by this project to continue to plan accommodatingly using existing budgets and future grant funding. Materials in the library collection will continue to be used by patrons as part of the regular procedures and will remain available and be updated as needed during the course of the Tribal Librarian's regular work. The YPT community will have access to updated materials as needed to increase the participation in literacy enhancement. This project provided by the Native American Library Services Enhancement Grant will fill the negated of this dominant need.



DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (e.g., 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. 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

All applications must include a Digital Product Form.



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.

N/A

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.

N/A

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.

N/A

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 the format(s) you will use.

N/A

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.

N/A

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).

N/A

B. Workflow and Asset Maintenance/Preservation

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

N/A

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).

N/A

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).

N/A

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

N/A

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).

N/A

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).

N/A

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.

N/A

Part III. Projects Developing Software

A. 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.

N/A

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.

N/A

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.

N/A

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

N/A

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

N/A

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

N/A

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

N/A

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.

N/A

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

N/A

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.

N/A

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?

N/A

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).

N/A

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.

N/A

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).

N/A

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?

N/A

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

N/A

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?

N/A