

Abstract

Hawai‘i Maoli, a non-profit organization designed to supporting community outreach is the lead applicant for *Nānā I Ke Kumu* (Look to the Source). Project partners include *Nā Hawai‘i ‘Imi Loa*, the Hawaiian Librarian Professional Association, the University of Hawai‘i-West O‘ahu, and public schools affiliated with the Hawai‘i Department of Education.

Nānā I Ke Kumu will create awareness of culturally-relevant library resources, develop and facilitate access to robust materials and ensure librarians, teachers, and students have skills and means to engage effectively with them. *Nānā I Ke Kumu* will significantly improve library research skills of Native Hawaiian students. Native Hawaiian students will learn new library skills to seek and retrieve credible culturally-relevant information efficiently and effectively. Increasing participants’ familiarity and comfort with Hawaiian digital resources and special collections will be emphasized. Instruction will be offered in the Hawaiian language when possible. In addition to working directly with students, *Nānā I Ke Kumu* will offer professional development opportunities to train librarians and other educational leaders to use repositories and resources that support curricular goals of Hawaiian students. This one-year project begins in fall 2017.

Nānā I Ke Kumu will support Native Hawaiian students in the public school system as well as the librarians and educators who work with them. Native Hawaiian students have the lowest rates of timely graduation of all major ethnic groups in the state. Dropping out of high school often leads to other challenges including unemployment, incarceration, and poverty. There is a critical need to provide Native Hawaiians with learning opportunities that will improve their educational achievements based on engagement with rich culturally-relevant resources and learning opportunities.

By the end of project, at least 40 Native Hawaiian students will complete a 12-hour library research skills training program designed to facilitate access to culturally-relevant materials that support their educational and personal goals and at least 125 educators (librarians and teachers) will attend workshops on Hawaiian resource databases and increase their understanding of existing digital resources and search skills aligned with curricular goals.

Of paramount importance to *Nānā I Ke Kumu* is the guiding goal to have future generations of Native Hawaiians fully aware of and connected to ancestral knowledge. With this project, students’ research skills related to accessing digital resources based on culturally-relevant curricular standards and goals will be evaluated with pre- and post- training program assessments. Educators will also complete pre- and post- workshop assessments.

All materials developed by *Nānā I Ke Kumu*, including those from library research skills training sessions and Hawaiian resource database workshops, will be shared at statewide conferences and made publically accessible from the Hawai‘i Maoli’s website.

Nānā I Ke Kumu (Look to the Source)

I. Statement of Need

According to the 2010 U.S. Census, Native Hawaiians living in Hawai‘i make up about one-fifth of the total population with 289,970 living across the islands. According to the most recent *Native Hawaiian Educational Assessment*, Native Hawaiians continue to have the lowest mean income, highest incarceration rate (nearly 40%), and highest homeless population (40%) of all the major ethnic groups in Hawai‘i. More than one in five Native Hawaiian children live in poverty (21.9%).

Of particular concern to educators, Native Hawaiians in the public school system have the lowest rates of timely graduation of all major ethnic groups in the state. High school graduation rates for Native Hawaiians is 69.4%. Dropping out of high school increases the likelihood of unemployment, incarceration, and poverty. Native Hawaiians are facing a cycle of challenges.

There is a clear and critical need to provide Native Hawaiians with learning opportunities that will improve their educational achievements, ability to earn a living wage, and quality of life based on engaging with culturally-relevant resources and learning opportunities.

Hawai‘i Maoli is a 501(c) 3 non-profit organization affiliated with the Association of Hawaiian Civic Clubs. It was formed in 1997 to help groups expand their outreach into the community through grants and other funding. The mission of Hawai‘i Maoli to promote the social and economic self-sufficiency of Native Hawaiians in manners that respect and reinforce cultural foundations. Over the past 19 years, with over \$8 million in grant funding, Hawai‘i Maoli has provided fiscal sponsorship, project administration, and technical support to Native Hawaiian serving organizations. Seventy-five percent (75%) of Hawai‘i Maoli’s 13 board of directors are Native Hawaiian.

With *Nānā I Ke Kumu*, Hawai‘i Maoli aims to interrupt the cycle of challenges Native Hawaiians are facing by supporting the current educational needs of students across the state. This project will create awareness of culturally-relevant resources, facilitate access to robust materials and ensure librarians, teachers, and students have skills and means to engage effectively with them.

Earlier in 2017, as part of the *E Noelo I Ka ‘Ike* (To Search for Knowledge) grant, several presentations were offered for Hawaiian librarians, educators, cultural practitioners, and other community leaders to explore databases featuring Hawaiian content. During these sessions, the project leaders were surprised to learn that less than 25% of attendees had any prior knowledge of digitized materials available in the databases. Educators were simply not aware that the databases existed - and had no experience accessing materials available through them or sharing the rich resources with their students in support of their learning goals. At the end of the sessions, over 90% of participants were planning to incorporate the digital resources into their work with students and other community responsibilities.

The *Nānā I Ke Kumu* project will build on this preliminary work and insights by providing new models of engagement and training. We will reach out to two target audiences in order to address the shortfall in awareness and knowledge identified during previous sessions: Native Hawaiian students from Hawaiian-focused schools throughout the state and educators responsible for

information literacy and social studies curriculum.

Nānā I Ke Kumu will address the critical needs of Native Hawaiian students and Hawaiian-focused educators by:

1) Directly connecting with and equipping Native Hawaiian students with library skills to access and retrieve culturally-relevant information in support of their educational and personal goals; and increasing their understanding of Hawaiian knowledge systems and material available in databases, such as Ulukau, Papakilo, Kīpuka, Avakonohiki, Hula Preservation Society, ‘Ulu‘Ulu, and Huapala. Native Hawaiian students will learn library skills to seek and retrieve credible information efficiently and effectively. Of paramount importance is increasing participants’ familiarity and comfort with Hawaiian digital resources and special collections, including, when possible, offering instruction in the Hawaiian language and introducing students to local library staff as an initial step to establishing a positive relationship and, therefore, a welcoming sense of connection.

Students from public schools across the state that serve Native Hawaiian communities will be included in *Nānā I Ke Kumu: Ke Kula ‘o S.M. Kamakau* (Hawaiian Language Immersion School, Grades K-12), *Hakipu‘u* Learning Center (Grades K-12), *Ke Kula Ni‘ihau o Kekaha* (Grades K-12), *Kawaikini* Public Charter School (Hawaiian Language Immersion School, Grades K-12), and *Ke Kula Kaiapuni ‘o Ānuenue* (Hawaiian Language Immersion School, Grades K-12).

2) In addition to instructing students, project staff will work to cast the net wider by offering professional development to train librarians and other educational leaders to use repositories and resources that support curricular goals of Hawaiian students. We will develop and deliver new learning pathways and resources emphasizing culturally-relevant digital content and special collections aligned with current curricular goals such as the Hawai‘i Department of Education (HIDOE) HĀ-BREATH (Belonging, Responsibility, Excellence, Aloha, Total-well-being, and Hawai‘i) initiative and content and learning standards such as Eighth Grade Social Studies Modern Hawaiian History, “Understand important historical events in Modern Hawaiian History.”

Initial project components will be developed based on needs identified with educators and community members who participated in *E Noelo I Ka ‘Ike*. This data indicates a lack of search and retrieval skills and, in some cases, lack of awareness of existence of culturally-relevant resources. *Nānā I Ke Kumu* will address these gap by preparing librarians and other educators from around the state to engage with the diverse range of digital resources.

The purpose of the project is to increase information literacy among Native Hawaiians by addressing critical gaps in awareness, access, and engagement. Based on insights gained from the previous project, our approach includes offering both direct instruction to students and professional development for librarians and other educators. Instructional materials will be developed and tailored according to the needs of the target audiences—from a learner-centered perspective. For example, to address the needs of project participants attending *Ke Kula ‘o Samuel M. Kamakau* (Samuel M. Kamakau Hawaiian Immersion Language School), project staff will develop curriculum based on learning goals and local (place-based and Kane'ohe community) understanding; and provide materials and instruction in the Hawaiian language.

II. Project Design

Goal 1: Increase library research skills among Native Hawaiian students.

Objective 1: By the end of project, at least forty students will complete a 12-hour library research skills training program designed to facilitate access to culturally-relevant materials that support their educational and personal goals, including introductory field trips to special collections featuring Native Hawaiian content. To meet project objective the following activities will be implemented:

Action Step and Activity

- 1.1 Project Director will schedule monthly staff meetings throughout project year to implement project activities, monitor staff performance and assess project progress.
- 1.2 Project coordinator will develop, plan and implement details for library research skills training, including participant recruitment, registration, training and field trip site logistics.
- 1.3 Project evaluator will develop and monitor data collection instruments and routines for documenting and assessing project activities.
- 1.4 Project instructors will provide 6-hour module instruction 12-hour library research skills training program, including introductory field trips to special collections featuring Native Hawaiian content.
- 1.5 Project instructors will administer and collect evaluations from participants upon completion of training program.
- 1.6 Project evaluator will compile, analyze, and submit report from data information gathered to Project Director.
- 1.7 Project Staff will add project curriculum and other related information for participants to access after completion of training and project.
- 1.8 Project Staff will submit monthly reports to Project Director.
- 1.9 Project Director and Evaluator will submit IMLS Final Report.

Goal 2: Increase access to Hawaiian resource materials for educators (teachers and librarians).

Objective 2: By the end of project, at least 125 educators (librarians and teachers) will attend workshops on Hawaiian resource databases and increase their understanding of existing digital resources and search skills aligned with curricular goals. To meet project objective, the following activities will be implemented:

Action Step and Activity

- 2.1 Project Director will schedule monthly staff meetings throughout project year to implement project activities, monitor staff performance and assess project progress.
- 2.2 Project coordinator will develop, plan and implement details for Hawaiian resource training sessions, including participant recruitment, registration, and training site logistics.
- 2.3 Project evaluator will develop and monitor data collection instruments and routines for documenting and assessing project activities.
- 2.4 Project instructors will conduct 2-hour training sessions on Hawaiian resource databases for educators in target schools.
- 2.5 Project instructors will administer and collect evaluations from participants upon

completion of training sessions.

2.6 Project evaluator will compile, analyze, and submit report from data information gathered to Project Director

2.7 In collaboration with Nā Hawai'i 'Imi Loa (NHIL), a Native Hawaiian Librarian Association, and the University of Hawai'i-West O'ahu (UHWO), Project Staff will plan, coordinate and implement Ho'okele Na'auao: a Hawaiian Librarianship Symposium for educators, which will focus on Hawaiian resource materials.

2.8 Project Staff will conduct training sessions for educators attending Hawai'i's Schools of the Future (SOTF) Annual Conference.

2.9 Project Staff will upload project training sessions and links to Hawaiian databases for educators to access after completion of training and project.

2.10 Project Staff will submit monthly reports to Project Director.

2.11 Project Director and Evaluator will submit IMLS Final Report.

To monitor objectives and outcomes, project will use the following framework to collect data:

Objective 1: Learning Outcomes. Native Hawaiian students will be equipped with library skills to access and retrieve culturally-relevant information to support their educational and personal goals and increase their knowledge of Hawaiian resource databases and traditional repositories with Hawaiian special collections.		
Measure:	Data Source	Data Interval
Native Hawaiian students will have the necessary skills to retrieve culturally-relevant information	Instructor will administer Pre- and Post Surveys	Before and After Training Program
Native Hawaiian students will increase their knowledge of Hawaiian resources	Instructor will administer Pre- and Post Surveys	Before and After Training Program

Objective 2: Learning Outcomes. Educators (Teachers and Librarians) will be able to retrieve culturally-relevant content from Hawaiian digital resources to develop and deliver new learning pathways resources that will support HODOE curricular goals.		
Measure:	Data Source	Data Interval
Educators will have current knowledge of Hawaiian digital resources	Instructor will administer Pre- and Post Surveys Satisfaction Surveys	Before and After Training Program
Educators will have the necessary skills to access and retrieve Hawaiian digital	Instructor will administer Pre- and Post Surveys. Satisfaction Surveys	Before and After Training Program

resources		
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To fulfill project objectives, project staff will collaborate with the following organizations:

1. Four Hawaiian focused charter schools and one public school: *Ke Kula ‘o Samuel Kamakau, Hakipu‘u Learning Center, Ke Kula Kaiapuni ‘o Ānuenue* located on the island of O‘ahu, and; *Kawaikini* and *Ke Kula o Ni‘ihau* located on the island of Kaua‘i. Project will provide scope of services to students and educators from these designated schools.

2. *Nā Hawai‘i ‘Imi Loa* (NHIL), a newly formed Hawaiian Librarian Professional Association will support project staff with planning, coordinating, and implementing *Ho‘okele Na‘auao: A Hawaiian Librarianship Symposium*. Event theme will focus on Hawaiian resources in digital and print formats. Symposium panels will comprise of authors, publishers, administrators, scholars, and educators connected to Hawaiian resources in both print and digital formats.

3. University of Hawai‘i-West O‘ahu (UHWO) has agreed to host *Ho‘okele Na‘auao: A Hawaiian Librarianship Symposium* on their campus. The only public university located on the west side of O‘ahu, UHWO is a four-year indigenous-serving institution offering six bachelor’s degree programs and seven certificate programs. With approximately 67% of its student population residing in this area, of which Native Hawaiians represent 27%, the highest ethnic group, of students.

Nānā I Ke Kumu builds on the work of a current grant. Beginning in fall 2016, Hawai‘i Maoli launched *E Noelo I Ka ‘Ike* (To Search for Knowledge), a project designed to pilot basic library instruction with Native Hawaiian community members, including *‘ōpio* (youth), *Kūpuna* (elders), and local civic club members, and support them in connecting with libraries and library resources. *E Noelo I Ka ‘Ike* is achieving its goals to increase information literacy around topics such as search strategies and identifying credible sources; and community engagement. Additionally, new understanding about the informational needs of Native Hawaiian participants and feedback provided through *E Noelo I Ka ‘Ike* sessions and evaluations informed the development of the goals and plans for this subsequent grant.

III. Impact

Of greatest importance to *Nānā I Ke Kumu* is the guiding goal to have future generations of Native Hawaiians fully aware of and connected to ancestral knowledge.

Nānā I Ke Kumu will:

1) Significantly improve library research skills of Native Hawaiian students and 2) Increase educator and community engagement with Hawaiian resource materials.

Nānā I Ke Kumu will augment the quality and accessibility of learning opportunities available to students in Hawaiian-focused schools located in underserved urban and rural communities across the state. Project activities will 1) equip Native Hawaiian students with library research skills to search and retrieve Hawaiian resource materials from electronic databases; and, develop their awareness and understanding of special collections and 2) introduce educators to diverse Hawaiian digital resources and provide strategies and pathways to easily incorporate materials

into learning activities. All participants will gain information literacy skills, including essential digital literacy skills and familiarity with libraries and support services in their local setting. Participants will use the acquired skills to fulfill educational and personal goals and share the knowledge with their ‘ohana (family) and communities. The *Nānā I Ke Kumu* website will provide additional broad access to information literacy materials created during the project. All online materials will be developed according to current standards for accessibility and interoperability.

Nānā I Ke Kumu goals reflect IMLS goals including expanding services for learning and access to information and educational resources to support individuals’ needs for education, lifelong learning, workforce development, and digital literacy skills; providing training and professional development to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; Developing partnerships with other agencies and community-based organizations; Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited information skills; and Targeting library and information services to underserved urban and rural communities, including families with incomes below the poverty line.

The project evaluation will follow a formative evaluation process, and data gathered and findings will be shared at each Leadership Team meeting. The evaluator will also contribute to the project reports. The project will be evaluated and assessed in a number of ways, including:

- Pre-post test and satisfaction surveys for all participants.
- Review of the number of individuals from different communities who participate in the overall project and project components.
- Robustness of materials provided online to ensure remote access and broad distribution, including analytics for site visitors.
- Evaluations received from conferences and meetings associated with this project.

The evaluations will solicit information from attendees about the attitudes towards, estimations of the effectiveness of, and suggestions for improving. This will help identify long-term outcomes and impacts of the events and information objects made available as a result of this project.

IV. Communications Plan

Project staff will provide services for two target audiences:

Target audience 1:

Native Hawaiian students from Hawaiian-focused charter schools, of which two are located in the HIDOE Windward District Complex on the island of O‘ahu: *Ke Kula ‘o. S.M. Kamakau* (Hawaiian project-based charter school, Grades K-12), *Hakipu‘u* Learning Center (Hawaiian cultural-based school, Grades 4-12), *Ke Kula Kaiapuni ‘o Ānuenue*; and the remaining two located in the HIDOE Kapa‘a District Complex on the island of Kaua‘i: *Kawaikini* New Century

Public School and *Ke Kula Ni‘ihau o Kekaha*. All schools are under the State of Hawai‘i’s Department of Education. Project will service a minimum of forty students from the aforementioned schools.

The project will launch a twelve-hour library research skills training program, which will include six hours of class instruction and six hours for introductory field trips to special collections featuring Native Hawaiian content. Project staff will reach out to target audience through prior contact established with *Po‘o Kumu* (Principal) from all schools.

Target audience 2:

Educators (librarians and teachers) from Hawaiian-focused charter schools across the state, attending *Ho‘okele Na‘auao* Symposium, and SOTF Annual Conference. Project participants will derive from public, charter, private, and parochial schools throughout the State of Hawai‘i. Project will service a total of at least 125 educators from designated schools and events aforementioned.

Participants from both target audiences will need to complete and submit a registration form developed by project staff to attend training sessions. As appropriate, participants will receive updates via email as project progresses.

Project Coordinator Keikilani Meyer will be responsible for project outreach, promotion, and dissemination. Meyer has an extensive network within the Native Hawaiian community as a result of her previous position as the Interim Director for ALU LIKE’s Native Hawaiian Library over a period of six years.

VI. Sustainability

Project staff will inform target audience of website and training materials at the end of every session delivered at Native Hawaiian schools and at statewide meetings and conferences. Library research skills training sessions, Hawaiian resource database workshop materials, and links to Hawaiian resource databases will be uploaded onto Hawai‘i Maoli’s website throughout the project to enable public access. Upon project completion, students, educators, and others involved will be able to access training materials and refer other educators, students, friends, families, and community members to project website.

References

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Office of Hawaiian Affairs. *Native Hawaiian Date Book*. (2015).
<http://www.ohadatabook.com/DB2015.html> (accessed May 10, 2017).

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Schedule of Completion

Act	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct
1.1												
1.2												
1.3												
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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

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.

Intellectual property will be owned by Hawai‘i Maoli and made available to the community using a creative commons license. We will use the Creative Commons license because we want to make this information widely available.

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.

We will not assert ownership rights for these products.

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.

Our products will not involve any of these concerns.

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.

We will create at least 5 2 minute instructional videos to be used on our website to assist beneficiaries in understanding how to access databases. We will use a universally compatible video type suitable for online viewing.

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.

We will use the equipment, software, and supplies of a partner agency who is allowing us to use their assets as part of this 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). We will use MPEG for these product.

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). Our partner agency has extensive background in this area and they will monitor quality control.

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). All digital assets will be maintained on the Hawaii Maoli server, on the server of our partner agency, and on our offsite backup facility.

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).

This is to be decided.

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

This is to be decided.

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).

This is to be decided.

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). The digital content will be available on our website, openly available online.

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

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?