

E Ola Ka 'Ike Hawai'i
(Let Hawaiian Knowledge Live On)

1. STATEMENT OF NEED

In 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 (KS, 2014), 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.

Organization Profile

The World Indigenous Nations University Hawaii Pasifika (WINUHP) is a 501 (c) (3) nonprofit organization affiliated with the World Indigenous Nations Higher Education Consortium (WINHEC). Formed in 2014, with the express purpose to recognize and reaffirm the educational rights of all Indigenous Peoples united in the synergy of self-determination through the control of higher education, WINUHP seeks to accomplish this by: 1) living as Indigenous peoples; 2) producing graduates who are scholarly and culturally astute Indigenous leaders who can be successful in the global world no matter where they live; 3) enjoying a high standard of living and good health; 4) promoting cultural and educational systems of Indigenous peoples; 5) profiling the scholarship of Indigenous knowledge and knowledge systems as epistemological and pedagogical instruments for advancing well-being and fostering cross cultural understanding and respect; and, 6) developing collaborative partnerships.

WINUHP is committed to promoting the ideals and principles of the United Nations Declaration on the Rights of Indigenous Peoples, specifically for Native Hawaiians and Pacific Islanders. WINUHP's vision is to preserve, perpetuate, and promote ancestral knowledge and wisdom for the next generation of Native Hawaiians, including such cultural practices as language, protocols, stories, songs, chants, dance, and values. Our mission is to raise up the next generation of Native leaders, entrepreneurs, healers, land stewards, cultural practitioners, scholars, and Ambassadors of Aloha for the benefit of our people, our planet, and prosperity for all.

While WINUHP is relatively young, its Governing Board is experienced and well educated, with many years of experience in writing and managing state, federal, and foundation grants. We take seriously our role and responsibility to educate and mentor the next generation of native youth. We are of the communities that we serve, and are therefore held to a higher standard of trust and duty of care. We also feel a great debt of gratitude to our ancestors who sacrificed and struggled so that we may be at this point in our lives and careers. Each succeeding generation of Native Hawaiians and Pacific Islanders have paid dearly in the loss of our cultures and languages. This grant will allow us to reassemble remnants of who we are as a people, community and nation.

As an emerging and clearly-focused Indigenous educational institution of higher learning, WINUHP was awarded a 2019 IMLS Native Hawaiian Library Services Grant for the Lau Ā Lau Ka ‘Ike Project (Knowledge Overflowing) to develop a culturally-appropriate plan for the development of a controlled vocabulary for Hawaiian knowledge materials. Designed for Hawaiian communities and collections, the development of a controlled vocabulary will increase access and, subsequently, better support Hawaiian research and learning. This project, E Ola Ka ‘Ike Hawai‘i (Let Hawaiian Knowledge Live), will build upon the work of the previous project with the development of a certificate program in cultural digital information literacy. The development of these new learning instruments aligns with WINU’s Vision “...to restore and sustain Indigenous spirituality, cultures, and languages, homelands, social systems, economic systems, and self-determination (WINU, 2014).”

Purpose of *E Ola Ka ‘Ike Hawai‘i*

E Ola Ka ‘Ike Hawai‘i is the name given to this project. Ola means: "life, health, well-being, living"; ‘Ike is translated as "knowledge"; it also means "to see" and, at the same time, "to know, feel, experience, and understand" (Pukui & Elbert, 1986). Within the context of this project ‘Ike Hawai‘i encompasses the knowledge well created in the past, by our Kupuna (elders), and present for future generations. The purpose of the project is to increase access and information literacy skills for Native Hawaiians and educators (teachers and librarians) by addressing critical gaps in awareness, access, retrieval, and engagement. “Teachers and educators are not only often unaware of the tremendous resources available to them in State, county, and local archives, museums, and historic sites, but they are frequently unaware of the newest technological methods of extracting these resources” (Klotz, 1967). Based on insights gained from experience and prior projects, our approach includes offering lifelong learning and professional development opportunities to both Native Hawaiian and professional communities.

E Ola Ka ‘Ike will address the following needs:

Goal 1: Increase information literacy skills for Native Hawaiians and educators (teachers and librarians).

Objective 1: By the end of the project, 25 participants, a pilot cohort, will participate in a newly developed certificate program on access and retrieval of ‘ike Hawai‘i (culturally-relevant materials) from digital databases.

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

Objective 2: By the end of the project, a minimum of 50 Native Hawaiians and educators will increase their understanding of existing Hawaiian resources (culturally-relevant materials) housed in digital repositories.

Baseline Data

Building on recent work done as part of the *Nānā I Ke Kumu - Look to the Source* (IMLS-funded project), *E Ola Ka ‘Ike Hawai‘i*, will continue to work on interrupting the cycle of challenges Native Hawaiians face by providing strategic support for their informational needs. This project will increase the awareness of culturally-relevant resources; facilitate access to robust materials; and enable Native Hawaiians and educators to develop essential information literacy skills to access critical and culturally-relevant information.

Earlier in 2017, as part of the *E Noelo I Ka ‘Ike - To Search for Knowledge* (IMLS-funded project), 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 families, students, and library patrons in support of their learning goals. At the end of the sessions, over 90% of participants were planning to incorporate the digital resources for personal and/or professional purposes.

In 2014, a committee with members representing major players in education (e.g., Kamehameha Schools, Office of Hawaiian Affairs, Native Hawaiian Education Council, State of Hawai‘i Department of Education Hawaiian Studies and Language Programs, ‘Aha Kauleo, ‘Aha Pūnana Leo, Hālau Kū Mana) met to create strategic goals for Hawaiian education that would be executed in 10 years. At the end of the three days, almost 200 participants of the Summit, collectively voted and agreed to the following goals (NHEC, 2017):

Goal 1: ‘Ōlelo Hawai‘i (Hawaiian language)—In the next 10 years, Hawai‘i’s learning systems would:

- Advance ‘Ōlelo Hawai‘i expectations by developing and implementing a clear set of expectations for ‘Ōlelo Hawai‘i that permeates all levels of education.
- Actualize a Hawaiian-Speaking Workforce by increasing a prepared ‘Ōlelo Hawai‘i workforce to ensure community and ‘ohana access and support.
- Amplify Access and Support by increasing ‘Ōlelo Hawai‘i context & programming to support the kaiāulu (community)
- Achieve Normalization by pursuing normalization of ‘Ōlelo Hawai‘i

Goal 2: ‘Ike Hawai‘i—In the next 10 years, our learning systems will:

- Actualize ‘ike Hawai‘i by increasing use of knowledge from traditional and diverse sources.
- Amplify Leo Hawai‘i by increasing ‘ohana and kaiāulu learning and participation.
- Advance Hana Hawai‘i by increasing resources to support practice and leadership.

E Ola Ka ‘Ike is informed by and seeks to build on this previous work. We are also proposing a project that aligns with current needs and realities. Due to COVID-19, Hawai‘i residents, like the rest of the world, are under orders to stay home to avoid getting sick and/or infecting others. All aspects of our lives have changed, creating new challenges and opportunities. Our *E Ola Ka ‘Ike Hawai‘i* proposal addresses the opportunity to engage in Native Hawaiian resources, such as primary sources, online, since the repositories, such as physical libraries and archives are closed. Our proposal is flexible enough to deliver instruction virtually and as a hybrid, regardless of the COVID situation. It is imperative to bring educators and resources together for the purposes of meaningful instruction, and this certificate program seeks to alter the landscape of resources and educators’ abilities to find and utilize these resources in educational settings.

2. PROJECT DESIGN

Goal 1: *Increase information literacy skills for Native Hawaiians and educators (teachers and librarians).*

Objective 1: By the end of the project, 25 participants, our pilot cohort, will participate in a newly developed certificate program on access and retrieval of ‘ike Hawai‘i (culturally-relevant materials) from digital databases.

Action Step and Activity

- 1.1 Project Director will schedule monthly staff meetings throughout the project year to implement project activities, monitor staff performance and assess project progress.
- 1.2 Project Curriculum Designers/Instructors will develop curriculum for a twelve-hour information literacy certificate program on Hawaiian resources.
- 1.3 Project Evaluator will develop data collection instruments to evaluate project cohort participants.
- 1.4 Project Director will hire IT Specialist.
- 1.5 Project IT Specialist will research and recommend best open-source learning platform for

curriculum.

- 1.6 Project Director will plan, coordinate and implement logistics for pilot cohort, a minimum of 25 participants (Native Hawaiians and Educators), including recruitment and registration.
- 1.7 Project Curriculum Developers/Instructors will implement curriculum developed.
- 1.8 Project IT Specialist will provide technical support to Project Staff and cohort participants.
- 1.9 Project Evaluator will administer, collect, and analyze evaluations from cohort participants upon completion of certificate program.
- 1.10 Project Staff will submit monthly project activity reports to Project Director.
- 1.11 Project Director and Evaluator will prepare IMLS Final Report for submission.

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

Objective 2: By the end of the project, a total of 50 Native Hawaiians and educators will increase their understanding of existing Hawaiian resources (culturally-relevant materials) housed in digital repositories.

- 2.1 Project Staff will plan, coordinate, and implement ‘Ike Hawai‘i: Hawaiian Resource Symposium, for a minimum of 50 participants (Native Hawaiians and educators), including recruitment and registration.
- 2.2 Project IT Specialist will provide technical support for virtual delivery (Zoom) and hybrid (Zoom & in-person) options for symposium, including technical training for Project staff and participants.
- 2.3 Project Evaluator will develop data collection instruments to evaluate symposium participants.
- 2.4 Project Evaluator will administer, collect, and analyze evaluations from symposium participants.
- 2.5 Project Staff will submit monthly reports to the Project Director.
- 2.6 Project Director and Evaluator will prepare IMLS Final report for submission.

Partnering Organizations

To fulfill project goals, objectives, and activities Project Team will collaborate with the following organizations:

1. *Hawai‘i State Public Library System (HSPLS)* is the only statewide public library system in the United States. The flagship Hawai‘i State Library, built in 1911 and designed by architect Henry D. Whitfield, was funded in part by industrialist and philanthropist Andrew Carnegie. HSPLS has 51 libraries throughout the state on the islands of: Hawai‘i, Kaua‘i, Lāna‘i, Maui, Moloka‘i and O‘ahu. The system's collection of books and other library materials totals over three million. There is one library for the blind and physically handicapped, located on O‘ahu (<https://www.librarieshawaii.org>).
2. *Hawai‘i State Organization of the Delta Kappa Gamma Society (DKG) International* is a global organization for women educators with a membership of over 140,000 in 3,020 chapters in 14 countries. The mission of DKG is to promote professional and personal growth of women educators and excellence in education. For Hawai‘i, DKG boasts a membership of close to 500 women educators affiliated with fourteen chapters located on Hawai‘i, Kaua‘i, Maui, and O‘ahu (<http://deltakappagammahi.org>).
3. *Papakilo Database* is a repository consisting of varied collections of data pertaining to historically and culturally significant places, events, and documents in Hawai‘i’s history. Managed by the Office of Hawaiian Affairs (OHA), a state agency, this online repository of data greatly increases its ability to

preserve and perpetuate cultural and historical information and practices, thus providing an invaluable resource to educate other regulatory agencies, Native Hawaiian beneficiaries, and the general public. (<https://www.papakilodatabase.com>).

3. IMPACT

As a result of the creation and implementation of Kahua Ola, Certificate in Hawaiian Resources issued by WINU-HP (World Indigenous Nations University-Hawai'i Pasifika), the project will:

- 1) *Promote lifelong learning* opportunities for Native Hawaiians and educators by increasing their knowledge of accessing and retrieving 'ike Hawai'i (Hawaiian knowledge) from Hawaiian resource databases.
- 2) *Build capacity* within the Native Hawaiian and educator community with their completion of the cultural digital information literacy certificate program.
- 3) *Increase Public Access* to 'Ike Hawai'i through our partnerships with the Association of Hawaiian Civic Clubs (Native Hawaiians), Hawai'i State Public Library System (Librarians), DKG (Teachers), Papakilo (Native Hawaiians and Public), and Ulukau: The Hawaiian Electronic Library (Native Hawaiians and Public).

E Ola Ka 'Ike Hawai'i aligns with the Educational Programming project category, as it will develop, implement, and evaluate a program for community-based users related to Hawaiian Resources. Emphasis will be placed on the needs of learners and appropriate culturally-relevant teaching and facilitation approaches and curriculum development.

Performance Goals, Objectives and Outcomes

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

<p>Goal 1: Increase information literacy skills for Native Hawaiians and educators (teachers and librarians). Learning Outcomes. Cohort participants will learn how to access and retrieve 'ike Hawai'i (culturally-relevant materials) from Hawaiian resource databases. As a result, participants will gain information literacy skills, including digital and cultural literacy skills.</p>		
<p>Measure</p> <p>25 Native Hawaiians and educators will increase their information literacy skills</p>	<p>Data Source</p> <p>Registration Forms Cohort Survey</p>	<p>Data Interval</p> <p>Before Certificate Program Before and After Completion of Certificate Program</p>
<p>Goal 2: Increase access to Hawaiian digital resource materials for Native Hawaiians and educators (teachers and librarians). Learning outcomes. 50 Native Hawaiians and educators (teachers and librarians) will increase their knowledge of existing Hawaiian resource databases.</p>		
<p>Measure</p>	<p>Data Source</p>	<p>Data Interval</p>

<p>50 Native Hawaiians and educators (teachers and librarians) will increase their knowledge of ‘ike Hawai‘i</p>	<p>Virtual Symposium Registration Forms Participant Survey</p>	<p>Before Virtual Symposium After Virtual Symposium</p>
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4. COMMUNICATION PLAN

Project staff will provide services for two target audiences:

Target audience 1: Native Hawaiians

Project will service Native Hawaiians through our partnerships with the following organizations previously described:

Association of the Hawaiian Civic Clubs (AHCC), Hawai‘i State Public Library System (HSPLS), Papakilo Database (OHA), and Ulukau: The Hawaiian Electronic Library (UH-Hilo).

The project will launch *Kahua Ola*, Certificate in Hawaiian Resources, which will include twelve (12) hours of class instruction and extension activities focused on access and retrieval of ‘Ike Hawai‘i.

Target audience 2: Educators (Teachers and Librarians)

Project will service educators (teachers and librarians) through our partnerships with the *Hawai‘i State Public Library System (HSPLS)* and *Hawai‘i State Organization of the Delta Kappa Gamma Society (DKG) International*.

Participants from both target audiences will need to complete and submit a registration form developed by project staff to participate in project activities. For the duration of COVID-19 pandemic restrictions, project communication and activities will transpire online principally via email and video conferencing.

5. SUSTAINABILITY

With the increase in Hawaiian Resource Specialists upon completion of Kahua Ola Certificate Program, cohort participants will be able to access and retrieve ‘ike Hawai‘i from Hawaiian resource databases for personal and professional purposes.

As a result, this project will make a significant contribution towards the following: 1) with the increase in access to Hawaiian resource databases, the actualization of ‘ike Hawai‘i ; 2) with the increase in ‘ohana (family) and kaiāulu (community) learning and participation, the amplification of Leo Hawai‘i (Hawaiian Voice); and, 3) with the increase in resources to support practice and leadership, the advancement of Hana Hawai‘i (Hawaiian Work).

WINU-HP will build on the pilot project in order to continue to offer the Kahua Ola Certificate Program beyond the grant period as it aligns with its vision, charter, and goals. Therefore, the project's deliverables will continue to significantly impact Native Hawaiians and the greater community.

References

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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?