

**Laura Bush 21<sup>st</sup> Century Librarian Program Full Proposal Narrative**  
**Funding Category: Project Grant | Project Category: Community Catalysts**  
**Project Type: Continuing Education**  
**Project Title - *Consider the Source New York: Providing Access to the Diverse Historical Record***

Public historians, librarians, and archivists play a pivotal role in providing educators with access to valuable historical records at local, state, and national levels. However, the potential for access to these resources is too often untapped because of insufficient understanding between educators and cultural institutions on the specific need and function of each other's profession. New York State Archives Partnership Trust (APT) in partnership with key stakeholders throughout New York State is submitting this proposal to bridge the gap in knowledge and communication between educators and the holders of historical records. Our objective is to dispel the assumptions and ambiguity surrounding educator needs and repository holdings to make diverse primary sources more widely available in K-12 classrooms. The APT will expand its existing network developed as the host of the New York Council of History Education (NYCHE), - a state council of the National Council of History Education (NCHE) - to train librarians, archivists, historians, and cultural educators as Community Catalysts to become creators and providers of local, primary source-based resources that will connect K-12 educators, school librarians and students with archives, libraries, and museums. The main goal is to create a process and model for the ongoing education and collaboration of educators and members of the historical records community providing access to historical records including those records documenting the history of marginalized groups. The total requested funding is \$238,590.

**Statement of Broad Need:** The newly created *Consider the Source New York*, [considerthesourcenyc.org](http://considerthesourcenyc.org), an online educator resource for teaching with primary sources provides a foundation for making valuable historical records accessible to teachers and students. Additionally, the website is a vehicle for other organizations across New York and beyond to share their resources with educators. However, the records and lessons currently available are only a fraction of the primary sources found in local repositories across the state. New York is not alone. Educators and the holders of these records in every state need training and tools for selecting appropriate materials for the K-12 classroom and creating teaching materials to make those primary sources accessible.

By working on a regional level and partnering teachers with repositories, this project will create a statewide network of mid-size and small repositories with staff trained to provide access to the historical record of New York State. While the immediate focus of this project is New York State, a new collaborative knowledge model will be made widely available to every state through national conferences and the Council of State Archivists. Most states have created a version of a digital repository for historical records but lack an educational component that makes those primary sources immediately accessible to the K-12 educator. For example, the Maine Memory Project and New York Heritage have both established a network of repositories to provide general access to selected historical records but have not developed an online educator resource for incorporating these records into a K-12 curriculum.

This next phase of *Consider the Source New York* will meet the needs of educators and historical records repositories on multiple levels. Regionally, the project creates a network of trained educators, archivists, historians, and librarians to increase access to the diverse historical records held by local repositories. Statewide, *Consider the Source New York* provides every educator and student with a wealth of primary sources reflecting the history of the diverse people of New York. Nationally, a new model for developing a statewide system for making historical records about all New Yorkers available will allow other states to build on their digital repositories and put valuable primary sources in the hands of teachers and students.

“Increasing public access by digitizing collections, building online presence, and opening doors for visitors, users, students and scholars wherever they may be” is one of the main goals stated in the IMLS Strategic Plan. Both urban and rural organizations struggle to make their resources available to the most marginalized segments of their local populations. Our interactions with librarians, archivists, and cultural educators show that they are actively seeking ways to make their collections representing marginalized groups available to students and teachers across multiple disciplines and levels of learning. A presentation to local historians in Richfield Springs, New York in May of 2019 led to a discussion about the ways the historians have tried to package their resources and bring them into local schools with no success. They expressed their frustration regarding what appeared to be a lack of interest on the part of the educators to use their resources. Likewise, educators at our workshops for using primary sources are discouraged by the lack of local, primary source-based lessons available to them. *Dimension 3 of The College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, a

publication of the National Council for Social Studies, is *Evaluating Sources and Using Evidence*. The availability of primary sources reflecting diverse historical content is key to successful implementation of the framework.

In *Accessing Archives: Teaching with Primary Sources in K-12 Classrooms*, Patricia Garcia uncovers the major obstacle to teachers using primary sources. She identifies a need for “a collaborative knowledge model for primary source-based instruction that stresses the role of professional knowledge and is largely applicable to K-12 settings.” There is an overarching need to teach an understanding of both the education profession and the information sciences profession to the respective groups. The major barriers to student and teacher access are a lack of knowledge of the types of collections and resources that would be valuable to them; the absence of a community network to facilitate communication and opportunities for information sharing; and the lack of resources and/or digital capabilities to provide online access to the valuable collections housed inside the libraries’ local history rooms, community archives, and other local repositories.

The proposed project will grow the availability of resources reflecting New York’s history of diverse population in our newly developed online resource for teachers, [Consider the Source New York](#), [New York State Archives Historic Documents Inventory](#), and the [New York Heritage](#) online portal for digitized records to provide local libraries, archives, and other repositories a place to make their resources available if they do not have an online presence of their own. The resulting collaboration provides a foundation for training members of the historical records community in the ways they can tailor their resources for specific audiences like classroom educators, students, and the adult learning community.

The development of a model for the creation of a statewide education resource connecting teachers and students with the diverse historical record makes this project unique. All states, regardless of their current level of work with educators, will be able to use this new model to develop their own collaborative knowledge network and expand access to their diverse historical record. As a result of this project, a statewide implementation guide will provide states with a proven method for connecting educators with valuable primary sources and enriching the K-12 curriculum with the historical evidence of their state’s diverse population.

**Project Design:** There are seven key components to this project. Each component serves both the state and national levels. On the state level, this project develops a curriculum for educating archivists, historians, librarians, and educators to work together in a way that makes historical records accessible to all students in New York State. In addition to the curriculum and training goals, newly trained participants will identify and make accessible primary resources related to the history of all New Yorkers. Trained educators will create classroom resources using these newly identified records and make them available to all educators on our new website, *Consider the Source New York*. On the national level, this project creates a model for educating archivists, historians, librarians, and educators on working together to both identify primary sources that are appropriate for K-12 learners and align with the national learning standards. A statewide implementation manual and a Collaborative Knowledge Curriculum will be available for free and promoted at state and national conferences for archivists, historians, librarians, and educators. The project will create collaborative community networks of librarians, archivists, local historians, and educators increasing access to repository holdings related to the history of all people throughout New York State. A key component to achieving these goals is the training of the historical records community in the specific needs of educators using primary source materials and tools for bringing those materials into their classrooms. In the end, the seven components of this project design outlined below can be replicated in any state or community to create similar networks of key stakeholders using the Statewide Implementation Handbook and Collaborative Knowledge Curriculum created through this project.

1. **Develop a Collaborative Knowledge Curriculum for archivists, historians, librarians, and educators.** In this first component, the APT and project advisors will develop curriculum for a Collaborative Knowledge Institute designed to teach best practices for collaboration between educators and the holders of historical records. Content will be created using guidance from the study highlighted in *Accessing Archives* (Garcia 2017) and the C3 Social Studies Framework. This curriculum includes training manuals for educators, archivists, historians, and librarians as well as a curriculum guide for universities teaching pre-service educators and Information Science undergraduate and graduate students. As mentioned in the statement of broad need, there is a knowledge gap between those who work with historical records and K-12 educators who use those records with to teach crucial skills and historical content to their students. The

curriculum will directly address this knowledge gap. After completing the training, archivists, historians, and librarians will be better able to identify primary sources in their collections that are suitable for the K-12 classroom and align with state and national learning standards. Participants will focus on identifying historical records that address the history of diverse groups traditionally underrepresented in the historical record. A Collaborative Knowledge Curriculum for teaching pre-service educators and undergraduate/graduate Information Science students will be created by professors from the University at Albany and the College of Saint Rose, the APT, and other project partners. Development of the curriculum is scheduled to take place August 2021-January 2022.

2. **Develop a plan to identify repositories holding collections related to the history of diverse groups in each region of the state and provide project funding at the regional level.** Participating repositories will send at least one staff member to a Collaborative Knowledge Institute. With this grant, the APT will partner with regional archival organizations and members of the Empire State Library Network (ESLN) to provide access to the collections and local repositories who hold the physical collections see supportdoc2.pdf. ESLN is comprised of nine regional library resources councils whose membership includes libraries, historical societies, and museums. The existing network within the councils will help facilitate the identification and digitization of records. However, participation in the project is open to any historical records repository. Membership in a regional library council is not required. Additionally, the Documentary Heritage and Preservation Services for New York, the Historical Documents Inventory, and FindNYCulture.org will provide access to small repositories and collections in the research process. Together, we will identify historical records that meet the criteria of addressing underrepresented groups throughout New York State and oversee the creation of educational materials by educators in each region. Identification of repositories will take place August 2021-November 2021.
3. **Hold Collaborative Knowledge Institutes for archivists, historians, librarians, and educators in understanding the language and inner workings of each other's professions to achieve professional literacy goals.** While in-person training is preferred, virtual trainings, both live and recorded, will be available to those who are unable to travel and as a contingency if Covid-19 restrictions remain in place for all or part of the

project timeframe. Recorded sessions will be available at state and national levels.

Registration for the Institutes will take place December 2021-May 2022 and they will be held February 2022-June 2022.

4. **Identify and digitize/group records, create and standardize metadata, and upload to an existing online repository, like New York Heritage.** This component will be conducted by each participating organization working with the APT to identify collections relevant to K-12 education. Participating librarians, historians, and archivists will learn through practice which primary sources to make accessible to educators. The subsequent online trainings will make this knowledge available to many more members of the historical records community beyond the initial participants in the project. As the collections are identified, the writing of metadata through a Diversity, Equity, and Inclusion lens will be valuable training for those participating in this project. The online workshops will address the writing of metadata that is reflective of the multiple perspectives that exist within the historical record and addressing the issue of a dominant white privilege perspective in the existing metadata found in many repositories in the United States. The regional library councils and the New York State Archives will provide primary support for the metadata training. Identification, digitization, and upload of historical records will take place May 2022 – November 2022.
5. **Register educators and hold Educator Workshops.** Educators will attend the Educator Workshop to learn techniques for creating standards-based lessons using the primary sources identified in component 4. These educators will then be able to create learning activities that will be uploaded to *Consider the Source New York*. Educator workshops will take place August 2022 – December 2022.
6. **Coordinate the development of teacher-created materials using the primary sources identified in component 4.** These lessons will be created by educators who attended the Collaborative Knowledge Institute and made available on *Consider the Source New York*, an interactive online resource for educators featuring a repository of primary source documents and learning activities with the added ability for teachers to create, save and share their own lessons with other educators and assign those learning activities to their students. K-12 education materials will be created January 2023 – June 2023.
7. **Publish Training Manuals and a Statewide Implementation Handbook promoted through national conferences for educators, archivists, historians, and librarians.**

The Collaborative Knowledge Curriculum and a Diversity and Collaborative Knowledge Handbook for States will be created and disseminated to both continuing education and university programs. The handbook will contain New York case studies from this project, provide examples of historical records that relate to diverse groups, regional action plans, and K-12 lesson plans. Both the Curriculum and the Handbook will be completed and published online by the Fall of 2022, which will enable promotion at state and national conferences throughout 2023 and beyond. Final version completed by July 2023.

The APT and the New York Council for History Education (NYCHE) are experienced in the development and implementation of statewide programs. NYCHE is the state council for the National Council for History Education and promotes the importance of history education using primary sources. This grant will help the council grow a network of educators, historians, librarians, and archivists dedicated to educating students in the skills and art of doing history. New York State has been divided into nine geographic regions representing both the rural and urban populations of the state. These regions are: Long Island, Greater NYC, Mid-Hudson Valley, Capital Region, Northern NY, Central NY, Finger Lakes, Western New York, and the Southern Tier. Using this regional model, the APT and NYCHE will expand the network to include stakeholders who represent those organizations holding historical records relevant to the history of underrepresented groups in New York State. The APT and NYCHE will manage the regional networks, continue working to identify historical records related to New York's diverse population, and offer collaborative knowledge training past the two-year period of this grant. NYCHE will continue to actively recruit members of the historical records community and educators guaranteeing the sustainability of this work throughout New York State.

Key staff for this project include a **Statewide Project Director, Grant Administrator, and Curriculum Advisors**. The **Statewide Project Director** is Jordan Jace, the APT Assistant Director for Education and Development. Janet Braga, APT Director, is the **Grant Administrator**. Dr. Kristi Fragnoli and Susan McCormick are the **Curriculum Advisors**. See [projectstaff.pdf](#) and [resumes.pdf](#) for more information.

For the regional implementation, there will be four staffing positions in each region. The **Project Coordinator** oversees the project implementation in their region, coordinates payment with the APT for services under the Digitization Process Allowance and helps to plan and implement trainings. The **Education Coordinator** contributes to the creation of training curriculum,

oversees the registration of educators for workshops, and assists in hiring educators to create lesson plans. The **Diverse Collections Coordinator** contributes to the creation of training curriculum, oversees the identification and digitization of diverse historical records, and insures the existence of standardized metadata for selected historical records. **The Teacher Consultants** (Lesson Plan Developers) consist of two teacher and two school librarians to write lesson plans using selected historical records.

In addition to the regional staffing, there are key institutional partners in each region. Each region will have a *Consider the Source Center for Diversity and Collaborative Knowledge* hosting the digitization equipment and Collaborative Knowledge Institute. Permanent signage will be displayed explaining the role of the center and services available to educators and repositories within the region facilitating the ongoing recruitment of holders of historical records that reflect New York's diversity and area educators for future trainings. All signage and outreach materials will acknowledge funding by the IMLS Laura Bush 21<sup>st</sup> Century Librarian Program. **Participating Organizations** will send at least one staff member to the Collaborative Knowledge Institute, make selected historical records available online for use by educators, and create metadata for selected primary sources according to established standards.

The following is a summary of each region's plan of action and key stakeholders. See Supportingdoc1.pdf for a list of names and bios for the nine Regional Project Coordinators who will lead efforts in their area.

**North Country** is an expansive geographic location that reaches from the Canadian border to the Southern Adirondacks and includes eight counties. The diversity in this region exists in the rural communities with a history rich in the Underground Railroad, indigenous populations, immigration, and economically challenged mining communities.

**Capital District** encompasses the state capital of Albany and includes eight counties.

The Schenectady County Historical Society is currently conducting a survey of the county to identify historical records related to the history of African American history. They will be extremely helpful in the identification of repositories holding records relevant to this project. The Capital District has always been home to a diverse population including Black, Indigenous, and People of Color, Latinx, and numerous immigrant groups. Both public and private repositories hold records related to this diverse history.



**Mid-Hudson** makes up the area between the Capital District and the Greater New York City area and includes eight counties. Like the Capital District, Mid-Hudson also boasts a diverse history including Black, Indigenous, and People of Color, Latinx, and numerous immigrant groups.; the current participating organizations will work to identify the repositories holding these records.

**Metro New York** is the Greater New York City area and includes seven counties. New York's rich historical diversity will be reflected in the historical records available from participating repositories including Black, Indigenous, and People of Color, Latinx, and numerous immigrant groups.

**Long Island** includes two counties. Documents related to the history of Black, Indigenous, and People of Color, migrant farm labor in addition to the economically challenged will be highlighted.

**Southern Tier** covers New York's southern border and includes eight counties. The diversity in this region exists in the rural communities with a history rich in rural farming communities, indigenous populations, and factory labor.

**Central New York** includes seven counties. The diversity in this region exists in the rural farming communities, Underground Railroad, indigenous populations, migrant farm labor, and centers for refugees.

**Finger Lakes/Rochester** includes nine counties. Rural farming communities, Black, Indigenous, and People of Color, LGBTQ+, and the economically challenged make up the underrepresented groups in this region.

**Western New York** includes four counties. Black, Indigenous, and People of Color, Immigrant communities, Factory Labor, and the economically challenged will be highlighted in this region.

Indicators of success for this project include an increase in the number of historical records representing diverse communities available to K-12 educators, level of collaboration between educators and the holders of historical records, understanding of needs and function of the education profession by information science professionals and vice versa, and number of participating organizations attending the trainings and contributing historical records to *Consider the Source New York*. These indicators will be measured by surveys completed by all participants at six-month intervals throughout the duration of the project and by recording the number of records and participating repositories.

**Diversity Plan:** This project will focus on organizations located in the urban and rural communities with both culturally and economically diverse members from traditionally underrepresented populations. We will work closely with repositories that house primary source documents representative of diverse populations, particularly those who have been marginalized and traditionally left out of history books. Outreach will focus on promoting these new education materials to the school districts and students who will see themselves reflected in these diverse primary sources. The building of community networks and subsequent training of librarians and archivists will also focus on those from diverse communities and identified as in need of access to libraries and archives. For the purposes of this project, we have given diversity a broad definition to remain as inclusive as possible and achieve a true statewide approach. Participants in this project will be searching for primary sources related to Black, Indigenous, and People of Color, Latinx, LGBTQ+, women, and economically challenged groups.

**Broad Impact:** The success and experience we gain through this project will have significant national impact through the creation and dissemination of the Collaborative Knowledge Curriculum for both continuing education and university programs, Diversity and Collaborative Knowledge Handbook for States, and sharing of teacher-created lesson plans. The project will establish a model for other statewide agencies to develop a structure for finding and sharing the valuable resources representing marginalized groups held by community libraries and archives throughout the country. The creation of strategic collaborations, an online clearinghouse for primary source documents relevant to inquiry-based, student-driven learning, and a system for training members of the historical records community in meeting the needs of the teachers, students, and lifelong learners in their communities is transferrable to every state. This new knowledge will be promoted nationally through conferences for archivists, historians, librarians, and educators. In New York State, this project will create an established system for continued identification and use of diverse historical records and the education of new and experienced archivists, historians, librarians, and teachers in knowledge collaboration for the more effective use of primary sources by K-12 students and educators. Once established, this system will be sustained by the everyday work of the APT and NYCHE.





## 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?