

**Lawrence Public Library (KS):
Strengthening Smaller Public Libraries Through Staff Diversity**
Project Category: Community Catalyst - IMLS Strategic Plan Objective: Build Capacity

Statement of Broad Need

Lawrence Public Library in Lawrence, Kansas, requests \$93,950 in IMLS Laura Bush 21st Century Librarian Program for a two-year planning grant. In partnership with Haskell Indian Nations University, the University of Kansas, the Northeast Kansas Library System, and Emporia State University's School of Library and Information Management, the objective of "Strengthening Smaller Public Libraries through Staff Diversity" is to create a pipeline program that builds on the Public Library Association's III project, and reduces barriers to a career in library service for students from diverse backgrounds. The result is stronger local public libraries and stronger local communities. This Master's-level project targets public libraries serving communities of up to 100,000 people. It falls under the project category of Community Catalyst and the IMLS strategic plan objective of Build Capacity.

Definitions:

BIPOC: Black, Indigenous, and people of color. Throughout this proposal, we use this term to refer to folks who are non-white. BIPOC is not a perfect acronym for this purpose, but is the most inclusive and most widely used term we have at this time.

HINU: Haskell Indian Nations University.

LPL: Lawrence Public Library

KU: University of Kansas

NEKLS: Northeast Kansas Library System

SLIM: School of Library and Information Management at Emporia State University in Emporia, Kansas.

First we must address the definitions included above. There are some issues with the term BIPOC, including, but not limited to, unintended erasure of certain identities and oversimplification of racial identity. However, we have chosen to use the term "BIPOC" to refer to our target community, as it is the most inclusive and well known language we have at this time.

Libraries are and have been incredibly white spaces since their inception. This is the reality we are facing as issues relating to antiracism, diversity, equity and inclusion continue to come to the surface for all professions. As the world shifts to be more equitable, more inclusive, and more "antiracist", libraries must follow suit.

The population of the United States is becoming increasingly diverse. Yet the staff who serve in libraries remains overwhelmingly white and female. The Bureau of Labor Statistics reports that of the 179,000 librarians employed in the United States in 2019, 88% were white and 80% were women. Meanwhile, census data shows that nationwide

in 2019, 60% of the population identifies as white (not Hispanic or Latino) and 51% is female. Libraries, and in particular, public libraries, need to do the hard work of diversifying their workforces to more closely reflect and effectively serve their communities.

The public library is one of the few remaining free public spaces. For some folks, the library is their only access to books, movies, technology, and community connection. There is a great opportunity for libraries to be shining examples of diversity, equity and inclusion (DEI) and antiracism practices. This pipeline program is a step in that direction.

Strengthening Smaller Public Libraries through Staff Diversity builds on the model created by the Public Library Association's [Inclusive Internship Initiative \(III\)](#). Like III, it is a community-based learning project that aims at inspiring future librarians from diverse backgrounds. This project extends the III pathway by providing opportunities for post undergraduate interns to achieve the education and experience they need to launch a successful library career.

With more than 93% of public libraries in the United States serving communities of fewer than 100,000 people ([Public Libraries Survey 2018](#)), smaller libraries represent a large and important group that often struggles with diversifying their workforces. They need the tools to help recruit and retain diverse staff that more closely reflect his/her/their communities.

Here at LPL, we have been asking ourselves what we can do to help move the profession forward, and cultivate a new library culture that is as inclusive and equitable as it possibly can be. We realized that there was both an opportunity and a challenge here to create a path to librarianship. We believe that if we can create a straightforward and easy to traverse educational/career path for underserved communities, that we will entice more BIPOC folks to join the profession.

Project Design

Our target demographic for this LB-21 grant is undergraduate students approaching graduation, or professionals who have graduated with an undergraduate degree and are interested in attending library school.

We will collaborate with our community partners (specifically HINU, KU), to recruit interested BIPOC students to join the program. KU has an Office of Multicultural Affairs, which our library has worked with in the past to find work study interns. We plan to reach out to them and request recommendations of students. HINU is a federally operated tribal university, so we will make a connection with the Indigenous community and recruit program applicants.

We will put out an email and social media blast to community members sharing basic program information, encouraging anyone who meets the requirements to apply. Applications will be reviewed by LPL as well as our grant partners. In the past few months, our library has interviewed a number of candidates who we were unable to hire due to lack of experience, but many expressed interest in library school and we know they would be excellent candidates for this program. We plan to share application information with them directly.

Applicant Requirements:

- Have an undergraduate degree from an accredited institution
- A resident of the Northeast region of Kansas
- Ability to travel between grant partner sites, via personal vehicle or public transportation
- Must meet application requirements for SLIM at Emporia State University
- Identify as a member of the BIPOC community
- Submit a statement of purpose (to LPL) describing why the applicant wants to join this program and how it will positively impact his/her/their life

Lawrence Public Library and its partners will create a competitive application process for the diversity internship program. The application will focus on a prospective intern's enthusiasm for helping others, commitment to reducing barriers to access, passion for social justice, creative thinking, and interest in community engagement. Applications will be reviewed and interviews conducted by a committee consisting of representatives from LPL, NEKLS, HINU and KU. The successful candidate must submit a separate application for admission to Emporia State University's SLIM program.

LPL and its community partners will select two interns from diverse backgrounds, two total for 2021-2023. Interns will have the opportunity to earn their Master's level library education, with two years of tuition and fees provided by LPL and project partners. In addition, each intern will receive a computer that meets SLIM course requirements as well as funding for books and course materials. Travel expenses to Emporia, Kansas also are included for periodic required on-campus classes.

Throughout their studies at Emporia State University's SLIM program, interns will gain hands-on experience through a paid part-time position at LPL, as well as month-long assignments at KU, HINU and NEKLS. In addition, interns will have the opportunity to participate in local, state, and national library conferences. There are three major conferences taking place over the course of this pipeline program: PLA, ALA, and JCLC (Joint Council of Librarians of Color) which students may attend.

Interns will receive one-on-one support from LPL, KU, HINU, and NEKLS library mentors. They will be mentored by librarians at KU and HINU, and a NEKLS library consultant. Project mentors will be provided training on how to best support BIPOC students. Frankie Haynes, LPL's Diversity Coordinator, will work in conjunction with KU

to provide this training. Information on how to provide helpful and supportive feedback will be provided.

Given that the majority of people working in libraries are white, these students will offer valuable outside perspectives on current practices within the library. We also plan to offer students opportunities to evaluate their experience working in LPL, and give us feedback on that, as well as feedback on the pilot program as a whole. We will use this feedback to improve future iterations of the pipeline, and to improve our policies and procedures, so that LPL will be a library where diverse librarians will want to work. Frankie Haynes will work closely with these students, acting as a supervisor throughout their internship. She will offer them support and a safe space to discuss how they are doing in the program, and students will be encouraged to share any issues they may have, or challenges they may be facing.

We want students to have a variety of experiences during their time at LPL. They will work throughout our different departments, with an emphasis on public facing positions. Each student will spend at least one month in these following departments, in no particular order: Readers' Services, Info Services, Youth Services, Collection Development, and Technology.

We are fortunate at LPL to have a considerably different organizational structure than most libraries our size, having decentralized the typical 'adult services' model and created smaller, more discrete teams that are similar to libraries with large central libraries that contain specialized departments. Our 'adult services' teams are broken out into Readers' Services, Information Services, and Public Technology Services. These teams have created a level of specialization that most smaller libraries do not have. We believe this will give students a broad range of public library experiences at LPL that they might not get at another library our size. However, our materials will still be applicable for other smaller libraries, as we offer the same basic services. This program allows for some diversity and flexibility in structure, which is important when it comes to accessibility for other libraries. We do not expect other libraries to do every single thing the same way, but rather we hope to offer a framework that they can mold to their library and the unique community they serve.

In these departments, students will gain experience doing a wide range of work and providing different services to our patrons. Frankie Haynes will work with students to determine how long they spend in one department, and they will build a plan together for the year. This allows students to feel empowered about their own careers and education - especially because BIPOC students are often disempowered by traditional career and educational paths. This grant program will encourage students to make their own choices, and support them in doing this. Students will also be interning on location with our grant partners, KU, HINU, and NEKLS. We will work with our partners to build a work plan and coordinate on supervision while students are off site (site being LPL).

Students will also have the opportunity to participate in professional development while interning at LPL. They will be able to attend conferences, such as the annual Kansas

Library Association conference, national library conferences, and both in- and out-of-house training. LPL offers a handful of mandatory trainings each year, and all other trainings and educational opportunities are optional. We encourage our staff to engage in supplemental professional development and training whenever possible, and we will encourage interns to do the same. They will be treated just like any other part-time LPL employee, and have access to similar benefits.

A brief note on the scheduling of this program in relation to SLIM. Students will be required to take a total of 36 credit hours from January 2022 to August 2023 to complete this program. The pipeline program will span a total of five semesters. This means that students will be required to take at least nine credit hours for three semesters, and around six credit hours for their other two semesters. After conferring with Dr. Wooseob Jeong, dean of SLIM, as well as speaking with SLIM graduates, we understand that this course load should be manageable. SLIM also will have counselors available to help students design a workable work load.

Success of this program will be measured in a number of different ways. Students will complete a total of three formal evaluations while in the program. One after their first six months of the program, one at the end of their first year, and one at the end of the program. Grant partners will complete two evaluations, one at the end of each year. We will utilize the feedback on these evaluations to improve elements of the program that participants and partners found less than satisfactory. In addition, these data will help LPL learn about how to be a welcoming and supportive workplace for diverse groups. Another indicator of success will be whether students who complete the program obtained a job in libraries as a result. We intend to reach out to participants sometime after program completion to see where they're at longitudinally.

All project details will be made available to the public via the LPL website. Should we receive the grant monies, we will create a web page devoted to the *Strengthening Smaller Public Libraries through Staff Diversity* project. On this web page, visitors will find an outline of the project, all relevant project details, and any relevant document templates (a template of our evaluation, etc). The students who are currently in the program will be listed here as well. Community members and other library/archives/museum professionals also will have access to relevant LPL staff contact information on this grant webpage. We will also share potential sources of long term funding, such as PLA.

Along with our other documents, we will produce materials that outline our process from start to finish. These will act as a road map for other libraries who want to implement this program. Throughout the two years of the LB21 planning grant, LPL will document its diversity internship program with the goal of sharing its experience with other smaller public libraries and with PLA. A formal report will outline a "diversity internship in a box" that shows how to build successful community partnerships, recruit interns, create a strong application process, serve as effective mentors, and find funding to support a successful program that benefits the intern, his/her/their host library, and the local community.

As mentioned earlier, this pipeline is loosely modeled after PLA's III program. However, it differs in some important ways. We have chosen to allow anybody with an undergraduate degree who is interested in library school and meets our other requirements to apply. So our program is not limited just to the young adult population - and it allows for those who may want to make a midlife career change to apply as well. The desired result is to increase access and break down barriers to the library profession. We did not see a need for a requirement for applicants to be college students, and many of our current employees did not go to library school until later in their career. There is a high likelihood that many college students or recent college grads will apply, considering two of our grant partners are universities. But they will not be the only ones allowed to apply.

Work Plans

Haskell Indian Nations University:

Haskell Indian Nations University's Tommaney Library will provide a unique library internship experience through a condensed version of its three-tiered program. Interns begin with the rigorous process of a federal background check to uphold the confidentiality of patron information. Upon federal clearance, the intern follows HINU's current Institutional Work-Study program. Orientation includes safety training, communication guidelines, and familiarity with the library space and resources. Interns learn the library's organization systems and the basics in SirsiDynix, Haskell's integrated library system.

In the second tier, interns increase their breadth of library operations, by processing materials, repairing materials, and creating marketing. Furthermore, interns assist by processing inter-library loan items and conducting peer-reference interviews. Advancing into the third tier, interns become "Project Manager". As Project Manager, they propose a new project and develop the procedures to accomplish their project. They create an assessment and communicate their expectations with their peers to enhance their supervisory skills. Student interns have access to a family of local, national, and international Indigenous librarians through the Tribal College Librarians Institute.

Northeast Kansas Library System:

As part of the proposed grant program, *Strengthening Smaller Public Libraries through Staff Diversity*, NEKLS will leverage its diverse membership of 48 public libraries to provide interns with a rich exposure to suburban and rural librarianship in small public libraries. This will be accomplished through a mix of job shadowing and assisting NEKLS consultants with library visits. Learning experiences may include:

- Attending a library board meeting – assisting library director with meeting preparation, attending the meeting, and a post-meeting debrief with the library director and NEKLS consultant.
- Serving as a guest presenter at a library story time or other youth program. Assist library staff with preparation and execution of the program.

- Job shadowing experiences at one or more-member libraries – director, circulation, technical services, etc.
- Assist NEKLS consultants with inquiries from member libraries. This will be a significant part of the intern experience and will introduce interns to a variety of issues, opportunities and challenges faced by small public libraries. Topics could range from weeding and revising a technology plan to a facilities review and budget discussion.
- Introduction to Kansas Library Express, the statewide courier service managed by NEKLS. Assist the courier coordinator with materials preparation and processing.
- Assist NEKLS staff with the production of a recorded training for public library staff or trustees.

The NEKLS internship has three desired outcomes: (1) Understanding the role of a public library in a small community. (2) Appreciation for working in a library where the small staff “wears many hats.” (3) Increased understanding of challenges and opportunities facing small public libraries.

University of Kansas Libraries: A Month@KU

Site Supervisor – Sarah Goodwin Thiel, Faculty & Community Engagement Librarian

When hosting the LPL Intern, the University of Kansas Libraries will provide the following opportunities in order to give the intern an introduction to academic librarianship and to the rich partnerships currently in place between the Libraries and Equity Diversity and Inclusion (EDI) related initiatives on KU’s Lawrence campus.

1. Tour KU Libraries with introduction to Dean of Libraries, Kevin Smith, and to the activities and the staff in the different library offices, divisions and centers. Familiarize the intern with libraries’ EDI Committee and its ongoing efforts to provide a welcoming and supportive workplace for all employees.
2. Tour the Lawrence campus with introductions to selected people in key positions.
 - a. Interim Vice Provost, Diversity, Equity, Inclusion & Belonging
 - b. Vice Provost for Graduate Studies
 - c. Acting University Ombuds
 - d. Interim Director of Office of Multicultural Affairs
3. Shadow KU Libraries staff members who are members of collaborative campus initiatives.
 - a. Center for Sustainability
 - b. Center for Service Learning
 - c. Center for Compassionate and Sustainable Communities

Time will be built in throughout the month for reflection, to gauge the intern’s interests, and to discuss any questions/reflections they may have as they meet people and hear about different initiatives at KU.

The Libraries ICF certified coach will meet with the intern to discuss strengths, career interests, and next steps. Ongoing mentoring will also be available as he/she pursues the Library and Information Management master's degree at Emporia State.

Diversity Plan

The very purpose of this grant is to recruit, educate, and retain a diverse library workforce. Utilizing this planning grant, we hope to meet our goal of making library and archives professions more accessible to the BIPOC community. The pipeline will do this by removing barriers (cost, lack of knowledge, lack of education, etc.) that make getting into the library and archives profession more difficult, particularly for BIPOC communities.

We will recruit a diverse applicant pool by sharing application information in a variety of ways. Grant partners will share the application with their students/the community they serve, and LPL will do the same. Application information will be shared via email, bulletin board, social media, and of course word of mouth, which is a powerful tool in a town our size.

To ensure that students feel supported in their experience, we will provide our grant partners with guidance on how to successfully mentor their students. Frankie Haynes, the Diversity Coordinator will facilitate this, taking inspiration from III and from training KU has done in the past.

Broad Impact

This is a planning grant that will explore a much needed area of improvement for libraries. The idea is to prove that this is a concept that could work for other libraries that want to improve diversity, equity and inclusion. We anticipate that throughout our journey we will uncover what works well and what does not work so well. As stated above, LPL will share its successes and the failings of the program with others who may be interested in starting a library archives professions pipeline at their organization. We hope that if we take this leap and do this work, that others will see they can do it too and have success.

Other smaller libraries will be able to use the model we create to introduce library pipeline programs in their communities. We plan to show that we can increase diversity, equity, and inclusion in libraries by working together with local community partners and relying on available community resources to increase access to a career in libraries.

As we implement the planning grant, we will be sure to make important information about our process available to any interested parties. Two of the core goals of this grant are access and equity, so it is essential that we make any related materials available to those who may wish to try a similar program.

Representation is powerful. On a personal note, when I was a little kid, I spent a lot of time at the library. My parents worked late, and I needed somewhere safe and fun to spend my afternoons. This is where I fell in love with books, and book lovers, and libraries themselves. However, I did not see people like me working in the library. And I never did. In fact, until I started working at LPL, I had never met a person of color who held a Masters of Library Science. If there had been even just one BIPOC librarian who I interacted with throughout my education, perhaps I would have “seen myself working in a library” much sooner.

Yes, I’d met BIPOC folks who work in libraries, and there is something to be said for this. But there is even more to be said for making a path for BIPOC folks to obtain a MLS, and have much greater access to all available library jobs. My hope is that this program, and programs modelled after it, will mean that BIPOC kids will see that they too have a future in libraries.

Summary

Lawrence Public Library will use \$93,950 in LB-21 planning grant money, together with \$20,000 in cost shares from project partners, to create a pilot pipeline program for smaller libraries. Program participants will have a paid internship with LPL for two years, and will concurrently complete the Masters in Library Science program at SLIM. LPL is collaborating with community partners to create a well rounded student experience. This pipeline specifically targets the BIPOC community, as there is little BIPOC representation. We hope to demonstrate how eradicating barriers - from financial to educational and beyond - will make a profession in library information science more accessible to BIPOC folks.

Strengthening Smaller Public Libraries through Staff Diversity has all of the indicators of a successful Laura Bush 21st Century Librarian Program project.

- **Broad Impact.** With more than 93% of public libraries in the US serving communities of fewer than 100,000 people, smaller libraries represent a large and important group that often struggles with diversifying their workforce. These libraries need the tools to help recruit and retain diverse staff that more closely reflect their communities. This project, led by a small Kansas public library, builds on PLA strategic initiatives and provides a pathway to staff diversity for its peers.
- **Current Significance.** *Strengthening Smaller Public Libraries through Staff Diversity* builds on the model created by the Public Library Association’s Inclusive Internship Initiative (III). This project extends the III pathway by providing opportunities for BIPOC students to achieve the education and experience they need to launch a successful public library career. LPL will share its findings with PLA to explore expanding the III program to help diverse students complete their librarianship journey.
- **Strategic Collaborations.** The heart of this project is strong community partnerships. LPL will collaborate with HINU, the premiere tribal university in the US that serves 1,000

students each semester from federally recognized tribes. Additional support will come from KU Libraries and the university's Office of Multicultural Affairs. Both HINU and KU are essential partners in recruiting and mentoring candidates for this project, and will host students for month-long assignments at their libraries. NEKLS will serve as a liaison to its network of smaller libraries, provide educational funding support, and will host students for a month-long assignment. Interns will study at Emporia State University's library school (SLIM) and will provide an educational grant to each intern. The project also will provide guidance on how smaller libraries can forge partnerships within their own communities and with library schools in their state.

- **Demonstrated Expertise.** The team behind *Strengthening Smaller Public Libraries through Staff Diversity* has strong collective experience in library theory and practice. Together, there are 70 MLS librarians supporting this project at LPL, KU, HINU, and NEKLS, and countless others at SLIM. They bring a solid understanding of the realities of a career in libraries and are fiercely committed to diversity, equity and inclusion. In addition, Frankie Haynes from LPL brings a strong background in advocating for historically marginalized folks.

- **Diversity, Equity and Inclusion Plan.** Social justice lives within the mission of every public library. This project provides a clear path forward to create a long term pipeline to welcome the BIPOC community to the library profession. It works to eradicate barriers and provides smaller libraries with tools to help recruit and retain more diverse staff. The result is stronger local public libraries and stronger local communities.

Lawrence Public Library (KS) Schedule of Completion
Strengthening Smaller Public Libraries Through Staff Diversity
Project Category: Community Catalyst - IMLS Strategic Plan Objective: Build Capacity

Project Year One
2021-2022

September	<p>September 1: Receive grant monies. Begin recruitment process, sharing applications to prospective interns through grant partners, community partners, emails, and social media.</p> <p>September 21: Application deadline</p> <p>September 21 -29: Application review</p> <p>September 30th: Chosen candidates will be notified and given further instruction</p>
October	<p>October 15: Begin internship at LPL Candidates prepare SLIM applications. Students begin internship placement in library department of choice</p>
November	<p>November 1: Early deadline for SLIM applications</p>
December	<p>December 1: Final deadline for SLIM applications December 31: First LPL department placement ends</p>

2022

January	<p>January 2: Second LPL department placement begins January 20: Begin spring semester at SLIM</p>
February	
March	<p>March 1: Second LPL department placement ends</p>
April	<p>April 1: Third LPL department placement begins</p>
May	
June	<p>June 1: Begin summer semester at SLIM June 30: Third LPL department placement ends</p>
July	<p>July 1: Fourth LPL department placement begins</p>
August	<p>August 17th: Begin fall semester at SLIM</p>

**Project Year Two
2022-2023**

September	September 1: Fourth LPL department placement ends
October	October 31: Students submit evaluations after one year in the program.
November	Student 1 shadows at NEKLS for 1 month Student 2 shadows at HINU for 1 month
December	Student 1 shadows at KU for 1 month Student 2 shadows at NEKLS for 1 month

2023

January	January 1: Student 1 shadows at HINU for 1 month, Student 2 shadows at KU for 1 month January 20: 2nd spring semester at SLIM
February	February 1: Both students reflect on their experiences at our grant partner sites. They will submit evaluations of their experience Students will choose one LPL department for their final 6 months
March	
April	
May	
June	June 1: 2nd summer semester at SLIM
July	
August	August 31st: completion of SLIM and grant program. Students submit final evaluations of the pipeline program.



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?