

**HEMISH ANCESTRAL ARTS INITIATIVE:
Contributing to the Preservation and Revitalization of Jemez Language and Culture
PUEBLO OF JEMEZ, NEW MEXICO**

ABSTRACT

The Jemez Pueblo Community Library & Archives (JPCL&A), in partnership with the Jemez Language Team, plans to implement a two-year Enhancement grant project called the **Hemish Ancestral Arts Initiative** with the goal of continuing the library's efforts to contribute to preserving the traditional language and culture of the community. In particular, the community has identified the need for its younger tribal members to learn the art of making items that are necessary for participation in traditional Jemez cultural activities, such as ancestral dances and traditional games. The library is in a unique position to meet this need.

A series of 12 workshops will be held at the library during the two-year grant period. The topics will alternate between traditional items appropriate for female and male community members. Workshops will be held every other month with two sessions a month on specific days. Jemez Language Team members will conduct the workshops, in collaboration with the Librarian and Language Program Coordinator. Each month that follows a workshop will be reserved for video post-production and archiving of digital materials, under the supervision of the Language Program Coordinator who will train high school interns in videotaping, video editing, and archival content management.

The intended outcome of the **Hemish Ancestral Arts Initiative** will be to provide workshop participants with the skills and knowledge to create their own traditional cultural items. As a result, they will be able to participate in traditional activities and no longer feel left out because they don't have the proper attire or accoutrements. They will be able to participate along with their family and friends, gaining an immense amount of self-esteem. In turn, their confidence will strengthen their resolve to continue maintaining the Jemez way of life, which can only lead to a stronger community into the future. They will be able to pass these skills on to other community members. The library archives will house this important resource for future generations. With these outcomes, the Jemez Pueblo Community Library & Archives will have played an important role in preservation and revitalization of Jemez culture, which has always been a core part of its overall mission.

**PROJECT NARRATIVE
PUEBLO OF JEMEZ, NEW MEXICO**

**HEMISH ANCESTRAL ARTS INITIATIVE:
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1. Statement of Need: Who is your organization’s audience? Include information about population profile, location, economy, educational levels, languages, culture, and other characteristics that you consider important.

The Jemez Pueblo Community Library & Archives (JPCL&A) serves the Pueblo of Jemez and surrounding communities. Jemez Pueblo is a sovereign Indian tribe whose history reaches back many centuries. It is located in the north central part of the State of New Mexico and is set in the mountainous, rural area of Sandoval County, approximately 50 miles northwest of Albuquerque, New Mexico. The Pueblo encompasses 89,623 acres of land. Tribal census data show that of the 3,332 tribal members, 31% are less than 18 years of age; about 51% are females; and 27% are unemployed. Data also show that 30% of all heads of households have not graduated from high school; per capita income is less than \$15,000 per year and over 65% of all households are headed by single women. Most tribal members are employed by service industries such as education, health, and public administration. Many members commute to Albuquerque or Santa Fe for employment. Jemez is also well known for its traditional pottery, an artform that is passed down from generation to generation. English and the native language, Towa, are spoken at Jemez. While the primary users of the library are Jemez Pueblo tribal members, the library is a public library open to patrons from surrounding communities. Historically, the surrounding communities are Spanish-speaking with similar demographics to that of the Pueblo. The library has one full-time New Mexico Certified Librarian, Maureen Wacondo, and a full-time Language Program Coordinator, Arlan Sando. Both are tribal members who speak Towa fluently, with a deep commitment to their community. They understand the needs of its members and have a vested interest in providing services that address these needs.

What specific need will be addressed through your project? Do other projects exist that help to answer their needs? How is what you are proposing different or building upon other work and best answering your audience’s needs?

Within the context of the IMLS Native American Library Services program, the Jemez Pueblo Community Library & Archives strives to offer increased resources for lifelong learning, particularly in regard to Jemez cultural traditions. The need to be addressed by this Enhancement project is the preservation and revitalization of the Towa language, culture, traditions, and knowledge. The Towa language is unique to the Pueblo of Jemez. The language is not written, and the culture, traditions and knowledge are passed down orally. Particularly in the last 10 years, tribal leadership and older community members have witnessed a decrease in use of the oral language and a decrease in cultural and traditional knowledge. Objective assessments conducted by the Jemez Department of Education have shown that in the last 15 years fluent Towa speakers have decreased from over 90% to 80%. These surveys are the best source of data available to the Pueblo. In addition, during periodic community “visioning sessions,” often attended by over 300 tribal members, participants have addressed their great concerns about the decreasing knowledge of the Towa language and culture among younger tribal members.

In its effort to preserve the Towa language and traditions, the Pueblo's leadership formed the Jemez Language Team in 2007 to help lead the preservation efforts. The Jemez Language Team, with five members currently, is under the auspices of the library and works closely with library staff. It is an integral partner of the library and together they plan, design, and implement language and cultural preservation programs and activities targeting different members of the community and age groups throughout the year.

The Jemez Pueblo Community Library & Archives is also a critical partner to the tribe's Head Start and Early Childhood Learning programs and to the two local elementary schools. The Library has worked with teachers and staff to integrate library services with educational activities at the schools that support a child's reading development. Part of this literacy development is specifically focused on developing the children's Towa language skills and traditional knowledge. Head Start and elementary school children visit the library two times a month. This very successful collaboration will continue and students from these programs will be able to take advantage of the Enhancement project activities.

With this in mind, the Jemez Pueblo Community Library & Archives, in partnership with the Jemez Language Team, plans to implement the **Hemish Ancestral Arts Initiative** with the goal of continuing the library's efforts to contribute to preserving the traditional language and culture of the community. In particular, the community has identified the need for its younger tribal members to learn the art of making items that are necessary for participation in traditional Jemez cultural activities, such as ancestral dances and traditional games. Before the modern wage-based economy, the Jemez people were primarily farmers who had the time to pass their craft skills down from generation to generation during times of rest and renewal. More recently, with the necessity for long commutes to distant cities to earn a living, parents have not had the luxury to learn these skills from their elders, losing the capacity to teach their children in turn. Without the knowledge, many Jemez people have to rely on older relatives to make these items or they have to borrow them from family or friends. These items are necessary in order to participate in traditional activities, but the skills to make them are not commonly being taught in the home or elsewhere in the community. The **Hemish Ancestral Arts Initiative** will use the tribal library setting to provide a series of workshops to teach tribal members how to make their own traditional items, including rattles, embroidery, shell wrist bands, winnowing baskets, shawls, pottery, and more. All of these elements are essential to expressing what it is to be Jemez, or "Hemish," which is the ancestral name of their Pueblo. In addition, sessions will be videotaped, and edited copies will be added to the library archives for future generations.

Why would the library host this unusual type of workshop? Because the Jemez Pueblo Community Library & Archives has the mission of not only serving the community through excellent public library services, such as collections, computers, high speed Internet, tutoring, and after-school programs, but they are also tasked by the Tribal Council and Library Board to strengthen knowledge of Jemez language, tradition, and cultural concepts through oral history and cultural knowledge keepers. And there is no other place as appropriate to host this type of community-wide program than the Jemez Pueblo Community Library. Tribal libraries bring together Western concepts of library service with traditional culture preservation in an accepting and nurturing space, staffed by tribal members fluent in the native language. The JPCL has grown into this role since its inception in the 1970's and is recognized as an essential resource by the community for this reason. (See **Supporting Document 1: Jemez Pueblo Community Library & Archives Mission Statement**)

The **Hemish Ancestral Arts Initiative** will build upon numerous successful programs that the library staff, together with the Language Team, have developed in order to maintain Jemez language and traditions. A good example of the library stepping into the role of culture keeper is the evolution of its program called "Towa Thursdays" that was started in the summer of 2017. As background, the Jemez Pueblo Headstart has a full immersion program in Towa; however, learning Towa in school is not

continued beyond Headstart. So even though parents and children may both speak Towa, the tendency is to communicate in English at home, since it is the language of everyday school and work. Library staff had noticed that the children were speaking mostly English in the library, so they started speaking only Towa to them and addressing them with their traditional names. The children showed an interest in interacting in Towa, so they added the program called Towa Thursdays, initially as a summer literacy program just for kids to practice their language skills. But the parents heard good things about it from their children and wanted to join in. For the last five sessions of the summer program, the parents and caregivers were invited to join in. Afterwards, they asked library staff to open the program to everyone. 2019 will be the third summer of this literacy program. It is dedicated to developing different cultural knowledge – seasons, dances, foods, directions – and all taught in the Towa language. Participants use their Towa traditional names and learn basic conversational Towa. Towa Thursdays is now evolving further into a program called “Hemish Way,” which will include three levels of language teaching: Basic and Intermediate for children; Basic, Intermediate, and Advanced for adults; and a special category of knowledge known as “men’s speeches,” which are required to be given in Towa for church services, baptisms, and weddings.

In addition, the Library sponsors Friday Fun Days. Children and youth, 6 to 18 years, have unstructured access in the library to create arts and crafts based on Jemez cultural art forms, such as pottery, rattles, and drums. Library staff lead these Fun Days. To foster parental involvement in their children’s education, the library sponsors Family Literacy Night and Grandparent’s Day targeting parents, extended family members, and their children. Both events are held quarterly. The programs encourage parents and extended family members to read books together with their children and explore computer and other literacy games in an unstructured setting. In addition, the Library sponsors structured activities to teach parents about their children’s developmental process and creating a home environment conducive to learning.

The **Hemish Ancestral Arts Initiative** is a natural extension of all these programs and is being created to serve a very specific need that is not being addressed elsewhere in the community. It is the best solution to the issue of loss of cultural knowledge by offering a venue to empower young people to participate fully in the Hemish way of life by providing the skills necessary to create items of traditional attire for use in traditional Jemez activities such as dances and games. These skills, coupled with Towa language learning, will foster pride in the participants’ achievements and strengthen young people’s resolve to maintain cultural continuity and share their newfound knowledge with future generations.

What is current role of the organization in the community; what library services does it provide?

The mission of the Jemez Pueblo Community Library & Archives is to serve, assist, and educate the community through collections, computers, and advanced technology; and to ensure access to information for all in order to enhance learning and strengthen knowledge while reinforcing Jemez language, tradition, and cultural concepts through oral history, traditional knowledge keepers, and archival materials.

The Jemez Pueblo Community Library began with a University of New Mexico-sponsored program in the 1970’s to develop tribal libraries in New Mexico, headed by Lotsee Patterson with the assistance of Benjamin Wakashige, who later became New Mexico State Librarian. Since that time, the Library has become a full public library serving both tribal members and other non-Indian patrons from surrounding communities. The library is centrally located in the village and easily accessible to the public. The Library is open 9 am to 6 pm, Monday through Friday. Extended hours are available for tutoring and evening programming. The archive and media rooms are accessible with staff permission.

The library has a collection of 12,361 items catalogued in Atrium including books, magazines, newspapers, DVDs, videos, and eBooks. In 2018, there were 10,854 visits to the library. The Library has 2,267 registered Library users. The library has 12 computers designated for children and youth and five for adults, as well as an all-purpose machine to print, copy, fax and scan. In 2018, 1,126 patrons used the library's computers. The 2019 operating budget for the library is approximately \$152,800, with \$79,880 going to salaries and fringe benefits and \$72,920 allocated for library materials, equipment, and other operating costs, such as utilities, E-rate, and building maintenance. Revenue sources include federal and state grant funds, county GO bonds, fundraising, and tribal indirect costs toward partial support of staff salaries. In total the library has 3,983 square feet of space, including a quiet reading room for adults and a Great Room where lectures and other cultural programs are held. It has a dedicated Children's Room complete with children's books, Early Literacy stations, and space for storytelling and tutoring. The library has a place to store historical and archived materials, including audio and video recordings, books, manuals, and maps. It has created a space to build a studio to produce videos and recordings for language preservation, which will be used for the **Hemish Ancestral Arts Initiative**.

The library is the primary resource for research and information for local students. Fiber optic was recently installed for faster and more reliable Internet connectivity. Students from the Walatowa High Charter School visit the library once a week to access written research material and use computers for class work. The library has a successful after-school tutoring program offered Mondays thru Fridays. The average number of participants is 15 students per week (elementary school to college students). The local schools visit the library twice a month where students introduce themselves using their traditional names, clans, and moiety. A book is read to them in the Towa language, discussion takes place after, and the visit ends with physical activities such as stretching, dancing, and so on. In addition, the library holds a Summer Reading Program for eight weeks, Monday through Friday from the beginning of June to the end of July. In 2018, there were 236 participants. Thirty-five youths also participated in three "Youth Nights at the Opera," a yearly program sponsored by the Pueblo Opera Program (POP) of the Santa Fe Opera in partnership with the 21 tribes of New Mexico.

A group of senior citizens from the Jemez Senior Citizens Center also visit the library at least one a month and participate in Grandparent's Day and other intergenerational activities. Adults in the community use the library for computer access to file unemployment and to conduct job searches; read newspapers and/or magazines; and attend Jemez history and cultural presentations.

What is the purpose of the proposed Enhancement grant project as it relates to the specific need that you have identified? What specific audience(s) will the organization serve with this project?

It is not an exaggeration to say that, over time, the entire Jemez tribal community will benefit from the **Hemish Ancestral Arts Initiative**. Although the focus will be on younger members of the tribe together with elders who are traditional knowledge keepers, tribal members of all ages will witness the young people's renewed interest in making their own traditional items for participation in the cultural activities of the Pueblo. Increased participation means the continuance and strengthening of cultural traditions, which is the essence of the Jemez Pueblo Community Library & Archives' mission.

What type of assessment was conducted to identify this need as a priority for the organization? Describe the results of the assessment. Why do you consider your approach to be the best solution to meet the needs of the targeted audience?

Input for planning this project is an ongoing organic process in which library staff confers with members of the community, as well as the Jemez Language Team, tribal leaders and tribal program staff,

and are proactive in addressing needs that come to their attention. They all see the negative impact on the young tribal members who are not able to participate in Jemez traditions and are especially aware of the ripple effects it has on their self-esteem and sense of belonging. Staff also depend on pre- and post-surveys for all programs they offer to gauge their effectiveness in addressing these issues.

The concept of the **Hemish Ancestral Arts Initiative** was developed by Maureen Wacondo, the Jemez Pueblo Librarian, and Arlan Sando, Language Program Coordinator, after many informal and formal conversations with tribal members and leaders over the years about how the library could fulfill its mission of preserving Jemez culture, tradition, and language. For example, one such conversation occurred in late 2018 when Maureen approached an elder who was sitting outside a tribal meeting room. He was in the process of weaving together evergreen branches for the upcoming year-end traditional dances. Males dancers wear the evergreen neckwear for their traditional dances. She asked, “Why are you making so many?” He replied it was because younger people no longer knew how to make them, so it fell to him to make the evergreens for them. When she asked why he didn’t teach them, he said he had no space to do it.

This conversation planted the seed for the prototype of the **Hemish Ancestral Arts** project. In December 2018, Maureen and Arlan invited the elder to give a workshop on making the evergreen neckwear at the library. Arlan supplied a freshly-cut fir tree and, one evening, the elder and his students gathered at the library. Seventeen young men, from 7 to 18, worked for two hours under the tutelage of the elder. At the end, they were impressed by their own achievement. They were in awe of what they had made on their own and showed their parents their fir neckwear with great pride: “Look what I did!” (See **Supporting Document 2: Workshop Flyer for Evergreen Neckwear.**) The enthusiasm shown by these first workshop participants reinforced the perception that there was a great need and that there was a desire on their part to learn these skills. There just had not been a venue in which the elders could be brought together with the younger generation. The library will be filling this gap with the **Hemish Ancestral Arts** project.

Out of this experience Maureen and Arlan have been developing a work plan for the **Hemish Ancestral Arts Initiative** as a series of 12 workshops at the library, each one focusing on a different item necessary for participation in traditional activities of the community. These workshops will be taught in the Towa language by members of the Jemez Language Team, who are traditional knowledge keepers of the Pueblo. In addition, the workshops will be videotaped, edited, and then added to the Jemez Pueblo Community Library Archives using the Mukurtu CMS. Arlan Sando, who is an experienced videographer, will mentor high-school-age youth who want to learn both videotaping and post-production skills through this hands-on approach. The edited videotapes will be processed according to digital archival standards the library staff learned as members of the 2016-2017 Digital Stewardship Cohort Program at Washington State University in Pullman, WA, which has been funded by IMLS. They will be housed in the Pueblo of Jemez Community Library Archives, adding to the small collection of elder interviews and other items already archived. While the JPCL will always provide workshops on language and culture, the collection from this series of workshops will be invaluable for future use. The library will become the place to learn traditional skills if other venues within the community are not available.

2. Project Design: Proposed work plan? What are your performance goals and objectives; specific project questions; conceptual design and processes for your project? What are the activities required to implement the project? Roles and commitments of partnering organizations?

A series of 12 workshops will be held during the two-year grant period. The topics will alternate between traditional items appropriate for female and male community members, except for pottery- and

basket making, which are appropriate for both male and female. Workshops will be held every other month with two sessions a month on specific days. Materials will be provided to participants through grant funds, although the emphasis will be on traditional items that can be made from natural materials gathered from the surrounding area. Jemez Language Team members will conduct the workshops and will receive a small honorarium for their services. Each month that follows a workshop will be reserved for video post-production and archiving of digital materials, headed by Arlan Sando who will train the volunteer high school interns. Some equipment necessary for this project is already owned by the tribe; additional equipment is being requested in order to ensure that both trainer and interns can work together as a team as they record and edit workshop videos. Please see the Digital Product Form and Supporting Document 3 for more information on this equipment.

Maureen Wacondo, Librarian, will work 20 hours a week on the project. She will coordinate all project activities, plan and implement workshops for female participants, and other necessary duties, such as advertising the program and recruiting participants.

Arlan Sando, Language Program Coordinator, will work closely with the Jemez Language Team and high school interns to provide technical expertise for the Hemish Ancestral Arts Initiative. He will plan, coordinate, and implement the workshops for male participants. He will be responsible for videotaping and editing the tapes of workshop sessions to be added to the JPCL Archives, as well as mentoring the high school interns.

A part-time temporary Library Aide will be hired for 20 hours a week to cover the daily library operations when Maureen Wacondo is working on the project. At a salary of \$9.00/hour for 1040 hours/year = \$9,360/year x 2 years = \$18,720 for the part-time library assistant. Funds will be cost shared.

The following is a tentative schedule of project activities:

Year 1: 2019-2020

- Activity 1: September: Shinny sticks and kick sticks for traditional games (male)
- Activity 2: October: Video post-production and archiving of digital materials
- Activity 3: November: Pueblo chongo hair styling and leg wrapping techniques (female)
- Activity 4: December: Video post-production and archiving of digital materials
- Activity 5: January: Rattles (male)
- Activity 6: February: Video post-production and archiving of digital materials
- Activity 7: March: Cross-stitch for aprons (female)
- Activity 8: April: Video post-production and archiving of digital materials
- Activity 9: May: Wrist band with shells (male)
- Activity 10: June: Video post-production and archiving of digital materials
- Activity 11: July: Embroidery (female)
- Activity 12: August: Video post-production and archiving of digital materials

Year 2: 2020-2021

- Activity 13: September: Pottery (male and female)
- Activity 14: October: Video post-production and archiving of digital materials
- Activity 15: November: Fir (evergreen) neckwear (male)

Activity 16:	December:	Video post-production and archiving of digital materials
Activity 17:	January:	Armbands and red/green fringe (male)
Activity 18:	February:	Video post-production and archiving of digital materials
Activity 19:	March:	Winnowing baskets for cleaning wheat and corn (male and female)
Activity 20:	April:	Video post-production and archiving of digital materials
Activity 21:	May:	Men's visors (male)
Activity 22:	June:	Video post-production and archiving of digital materials
Activity 23:	July:	Women's shawls (female)
Activity 24:	August:	Video post-production and archiving of digital materials

3. Impact: What are the intended goals? What are the intended outcomes for participants? How will you measure progress toward achieving your goals and outcomes? Any expected risks?

Our intended goal is to enable young tribal members to participate fully in Jemez traditional activities. We will be looking for evidence that the library can successfully provide an important service not fulfilled by other formal or informal venues within the community. Success will be measured by the participation in the workshops and the degree to which the attendees report to us their satisfaction in the program and the new skills they have acquired. We do not anticipate any risks in completing a successful project. We have the partners, the expertise, and the support of tribal leadership to guide us to completion.

The intended outcome of the **Hemish Ancestral Arts Initiative** will be to provide workshop participants with the skills and knowledge to create their own traditional cultural items. As a result, they will be able to participate in traditional activities and no longer feel left out or isolated because they don't have the proper attire or accoutrements. They will be able to participate along with their family and friends, gaining an immense amount of self-esteem. In turn, their confidence will strengthen their resolve to continue maintaining the Jemez way of life, which can only lead to a stronger community into the future. They will be able to pass these skills on to other community members and future generations. With these outcomes, the Jemez Pueblo Community Library & Archives will have played an important role in cultural perseverance, which has always been a core part of its overall mission.

Outputs for the grant will include the 12 workshops focusing on material items for traditional use in Jemez life. They will also include videotaped recordings of the sessions that will be edited and archived in the JPCL Archives. With each of the workshops, library staff will provide a pre- and post-survey that will include specific questions about the level of understanding, interest, and confidence they have gained during the workshop. For example, they could ask:

- Have you learned enough about the process of making this item that you will be able to use this knowledge in the future for similar items?
- Has the workshop and the interaction with the teacher increased your interest in making this item and in speaking your native language in this type of environment?
- Do you feel you will have the confidence and necessary items to participate in future traditional activities?

We will gather other feedback through conversations and informal discussions during the events and afterwards.

The volunteer interns for the digitization component of the grant will be monitored for progress in video and editing skills, using surveys and informal feedback. Final reports to IMLS will include survey data as well as an analysis of the significance of that data.

4. Communications Plan: What is your communications plan? How will you seek and obtain feedback from various stakeholders? Who is responsible for outreach, promotion, and dissemination? What are your plans for creating supporting documentation of digitized collections?

The library is small and resides in a very close-knit community. Thus, staff communicate daily with all patrons, whether they are Towa-speaking tribal members or patrons coming in from other communities. Library programming and general information is shared daily with all patrons. The library staff is responsible for outreach, promotion and dissemination. Specifically, for this Enhancement project, the audience that the library will target are young Jemez Pueblo tribal members. Outreach will include daily interactions with patrons, articles in the tribe's monthly newsletter, dissemination of library brochures at local community events, meeting with community members, and flyers announcing programming activities. Information about the workshop videos in the Archive will be shared by library staff and access will be available through the Mukurtu CMS on the archive computer. The library has done "marketing" successfully in the past and will continue to do so.

Progress and results of the project will be shared with the tribal leadership throughout the year at their formal meetings. Through other community meetings, the library will help foster not only knowledge about the project, but provide opportunities for involvement, recommendations, and suggestions to improve programming.

The library is a member of the New Mexico Library Association, including the NMLA Native American Libraries Special Interest Group; the American Library Association (ALA); American Indian Library Association (AILA); and the Mountain Plains Library Association. The Library regularly shares information with these groups at their meetings and through extensive informal networking.

5. Sustainability: How will you continue to support the project beyond the grant period? Do you have demonstrated buy-in from potential stakeholders? How will the project lead to systemic change within your community? What are your plans for sustaining any digitized collections?

Jemez is a small, rural community and most of the programs and services provided are grant funded. Thus, the library will continue to seek funds to support its services. The library has been successful securing funds from the Institute of Museum and Library Services, the State of New Mexico, Sandoval County, and other private entities. The library, along with other tribal libraries, has held fund raising activities, which has generated funds to support library services. When possible, the Tribe will use indirect cost funds to provide partial support for library staff salaries. In addition, the Jemez IT department is committed to partnering with library staff to maintain and update the library's digital collections, as is the case currently.

With regard to the preservation of the Towa language, culture, and traditional knowledge, there is clearly buy-in from tribal stakeholders – from tribal leadership and traditional leaders to tribal members and to staff heading other tribal programs and services. The message has been made clear from Jemez leadership to incorporate, whenever possible, language and cultural preservation. Through initiatives like the Head Start Language Immersion School and the Jemez Language Team, which bring together many partners at the local school level, as well as our library and tribal social services, health, and educational programs, decision makers are at the collaborative "table" to integrate services for the good of the entire community. These programs together make up the backbone of institutional change that will support Towa language and cultural preservation. The library is an integral part of this effort and is one key element in the community's effort to sustain and preserve the Towa language and culture. The **Hemish Ancestral Arts Initiative** will play a unique role by empowering young Jemez tribal members to become full participants in the Hemish Way.



DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (e.g., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions

All applications must include a Digital Product Form.

Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

The digital products from the Hemish Ancestral Arts Initiative will be the intellectual property of the tribal sovereign nation of the Pueblo of Jemez and copyright will be held by the tribe. Property rights and permissions will be described in the Jemez Pueblo Community Library Collections and Access Policy statement (to be developed) which will be made available to potential users upon request.

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.

Ownership will reside with the Pueblo of Jemez. Videos produced for this project will be housed at the Jemez Pueblo Community Library & Archives. The JPCL Collections and Access Policy Statement (to be developed) will outline the appropriate use of digital materials.

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.

The library staff will determine on a case-by-case basis how the content can be used, so that cultural appropriation or misuse is avoided, and will develop a Collections and Access Policy Statement based on requests and issues that arise. Library staff will consult with appropriate tribal elders to determine extent of use by the public.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and the format(s) you will use.

The digital content will be comprised of videos of the 12 workshops scheduled for the project. Mukurtu CMS will be used to process and archive the videos.

A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

From grant funds: Adobe Premiere Pro, Apple 27" iMAC, shoulder support rig, DSLR camera stabilizer, DSLR camera with lens kit, 32 GB memory card, Full HD Camcorder, battery pack, tripod, and camcorder case (Sup. Doc. 3 quotes). Already owned by Tribe: Camcorder, DSLR camera, Video Creator Kit, tripod, 1 TB hard drive, and Apple 27-inch iMac.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

AVI and MOV video formats for digital archive with resolution 1080p24 and 720p60, in accordance with Library of Congress Recommended Formats Statement 2018-2019 (<https://www.loc.gov/preservation/resources/rfs/>)

B. Workflow and Asset Maintenance/Preservation

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

We will adhere to the Quality Control Plan specifications as defined by the Sustainable Heritage Network at http://www.sustainableheritagenetwork.org/system/files/atoms/file/Quality_Control_Checklists_for_Digitization_Projects.pdf

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

We will collaborate with the Jemez Pueblo IT department to ensure that this digital collection will be preserved and maintained for future migration to new formats.

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

For metadata input, we will use Mukurtu, a CMS created by the Center for Digital Scholarship and Curation at Washington State University, on which library staff were trained during the cohort training of 2016-2017. See <http://mukurtu.org/> for the background and development of Mukurtu specifically for indigenous communities with concerns about levels of access to digital collections.

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

We will run quality control checks at regular intervals during the project for metadata curation.

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).

Because there will be restrictions to access based on Traditional Knowledge concerns, we will restrict users to on-site access, according to policies developed during the project.

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

As indicated above, because there will be restrictions to access based on Traditional Knowledge concerns, we will restrict users to on-site access, according to policies developed during the project.

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

N/A

Part III. Projects Developing Software

A. General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

B. Technical Information

B.1 List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

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

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

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

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

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

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

Videos will be developed and archived as references for community members.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

A.1 Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

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

Each session will be videoed and archived. These videos will be in a locked room. Community members will be allowed to come to the Library to watch these videos. They will be use as tools for future generations to keep the tradition and culture strong.

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?

