Abstract

The Pueblo of Isleta's Department of Cultural and Historic Preservation is applying for an Institute of Museum and Library Services Native American Enhancement grant to begin in the fall of 2019, in support of the IMLS project category, "Preservation and Revitalization." The first goal of this project is to develop resources from a large, unorganized collection of historic records that will be made understandable and accessible by being inventoried, catalogued and revealed in a way that replicates Isleta's ancestral homeland as a source of tribal history. Our second goal is to develop programs and events that promote our activities and introduce these resources to the community. The Department of Cultural and Historic Preservation will work in cooperation with Isleta's Department of Education and community Elderly Center to accomplish its goals. We plan for this to be a two-year project.

The people of Isleta and Isleta students have no place to turn or resources to study to learn about their history. Students continue to be taught a mainstream version of history, presented from other people's point of view, that only incidentally touch on the Pueblo of Isleta, or for that matter, to any other Native communities. Our purpose is to present a history of Isleta Pueblo from an Isleta point of view. A database (Mukurtu) will also be created to reflect the community's history through metadata, introduced and entered either through digitized maps, ancestral place type, or through time. Our intended audience is the people of Isleta Pueblo, both on and off the reservation. We will pay particular attention to young people of student age and make every effort to engage them in our project.

We have two primary goals for the project; 1 – to identify and inventory the collections to be used for "Telling History From the Landscape," and to turn these into a clear and comprehensible history, and 2 – make every effort to introduce the community to our project and at the same time promote the story of Isleta's history and all the ancestral places where this history occurred. By the completion of this project we will have created a set of easily accessible and self-explanatory records also available through a database that turns Isleta's ancestral landscape into a multitude of lessons in history.

We will have several measures of success that will be available to us during and upon completion of this project. One will be the size and enthusiasm of the audiences that attend the many meetings, lectures, and public events that are planned. We will also have to carefully track if our messages are getting across. We will do this informally by questioning people, and formally with written surveys. We expect that students and other members of the Pueblo will gain a sense of community pride to learn of Isleta's history, how far back in time it extends and a far afield the aboriginal lands extended.

The Pueblo of Isleta - Telling History From the Land

'Telling History From the Land' has as its focus, the IMLS Project Category of 'Preservation and Revitalization.' It accomplishes this by developing resources from traditional and documented history that transform these disparate documents into an accessible and comprehensible history, and by also developing programs and events that introduce these resources to the community. Records that will lend themselves to this project include at least forty-five boxes of archival materials assembled during two landclaim projects, reports and site records of over seven hundred archaeological locations on and off the Reservation, as well as historic maps and geographical data.

"Telling History From the Land" is a project created in response to the Isleta community's clear and consistent wish to know and understand their history and a growing concern within the Pueblo to preserve and pass on traditional ways and knowledge. This will be done (1) by inventorying, organizing and thus revealing a history of the Pueblo through places and knowledge of the ancestral landscape, and (2) by making use of these resources to provide a wide range of programming options and opportunities to return Isleta's history to the community, with special emphasis on introducing these resources to students.

Pueblo Isleta is a Native American community with a resident population of 3173, with an additional 1738 tribal members living off of reservation lands. 1269 members of the community are 18 and under. Isleta's trust lands cover an area of 301, 246 acres. The Pueblo is located 13 miles south of present-day Albuquerque. Being adjacent to an urban center has heightened the pressures of mainstream culture, especially for the young, and has quickened the pace of language loss while causing the maintenance of traditional knowledge to become more difficult.

The Isleta people have long been farmers and village dwellers, although it was also necessary for them to hunt, gather native plants, and trade goods in order to survive. The Isleta community has lived where it is now, adjacent to the Rio Grande, for at least one thousand years. A traditional calendar of events is still maintained, ceremonies and dances are still performed, and some traditional societies are still active. Isleta's Southern Tiwa language is still spoken by a majority of those over 50 and is also understood by some, younger members of the Pueblo. However, the language is being quickly lost and is no longer spoken by the young or their parents.

In the past, traditions were taught and maintained by families, through winter songs and storytelling, by traditional societies, and everyday life. Today, knowledge of traditional ways is fading and any connection to what was once a vast ancestral homeland is almost gone. The Pueblo's ancestral homeland is marked and defined by many locations, each possessing a story and history of its own and each telling in turn, a piece of Isletan history and lifeway. The people are surrounded by lands filled with stories and places, with Isleta's old village (still very much in use and inhabited) as the center of the Isleta world and homeland.

The Pueblo of Isleta - Telling History From the Land

Today, Isleta history is hidden in a variety of often obscure and difficult to find oral accounts, documents, recordings, photographs, and other records. The many forms and shapes records take, and the stories they tell will be made understandable and accessible by being organized and catalogued in a way that replicates the ancestral landscape as history. These records include documented historic data, archaeological records, ethnographic sources, historic audio recordings, historic photographs, written and recorded discussions with knowledgeable elders, and mapping, both historic and modern. A database, using Mukutu as our platform, will also be created to reflect the community's history through metadata, introduced and entered either through digitized maps, ancestral place type, through time, or by other means defined by tribal elders.

Over the last twenty years, Isleta has acquired historic records either through a series of projects, or contributed to by interested members of the community. The largest set of these records was collected during two wide-ranging landclaim studies that took place between 1996 and 2004. Although, the Isleta archive is held by Isleta's Department of Cultural and Historic Preservation (DCHP), the archive has until now, neither had the space nor the organization to make these collections readily accessible or useful. And, although archival documents possessed by the DCHP are available to all community members, they lack organization, greatly limiting their value. As of now these resources only exist as distinct sets of records. The creation of a new archival storage and study space will improve accessibility and interest in these records. The aim of this project is to provide further organization and development.

The DCHP is staffed by Director Daniel Waseta, Tribal Historic Preservation Officer Dr. Henry Walt, a Cultural Committee of tribal elders (Avelino Zuni, Celestino Lucero, Ignacio Lujan, and Juan Jaramillo) and two tribal archaeologists, Michael Marshall and Dr. Michael Bletzer. An archivist is currently being hired. The project staff will be assisted by an Advisory Team made up of Felicia Lujan, New Mexico State Archivist, Dr. Rick Hendricks, New Mexico State Historian, Vina Begay, Indian Pueblo Cultural Center Archivist, Paulita Aguilar, Associate Professor and Librarian, Indigenous Nations Library Program, University of New Mexico, and Valentino Jaramillo, Tiwa linguistic specialist. The Advisory Team will meet with our staff three times per year during the two-year time frame of this project. The DCHP has also formed a working relationship with both Isleta's Elderly Center and Department of Education. Both of these Departments will play active roles in the project. The Department of Cultural and Historic Preservation has officially been in existence since 2012, but with the same personnel, has been active since 1996, occupied by an array of cultural-historic research projects. In September of this year, the DCHP will move to 'Yonan An,' the new Isleta Tribal Cultural Center (Yonan An in Tiwa means 'a long time ago'). The cultural center includes a secure and climate-controlled archival space. The Yonan An center is 13,926 square feet, and the archive has 1207 sq.ft. of space.

In organizing and revealing the history of Isleta ancestral landscape, the records we possess can clearly be divided in two, traditional history and documented history. Isleta's

traditional history comes completely from the Isleta community as Tiwa songs and stories,

The Pueblo of Isleta - Telling History From the Land

oral histories, Tiwa named places, memories and experiences on the land, and has resulted in the identification of ancestral hunting areas, plant gathering areas, farming locations, a wide array of water sources and springs, places where significant historic events occurred, meaningful rock art sites, named ancestral villages, and many other locales, all connected by an extensive and inclusive ancestral trails system that, for instance, ranged as far east as the old hunting areas in Oklahoma and Texas.

Documented history, as we have defined it, will come from outside Isleta Pueblo. These include Spanish, Mexican, American records, archaeologically data, ethnographic records, linguistic documentation and all other studies of that Isleta lands.

The Isleta historic archive has a wide range of documents, media and sources. Some of this information is better suited than others for the describing of Isleta's ancestral homeland. For instance, Isleta's archaeological records of ancestral sites have been documented over a vast landscape that Isleta views as their ancestral homeland. A total of seventy-seven ancestral villages are known to be Tiwa-speaking. Many of these possess Tiwa names and all date to late prehistoric and early historic time period (1300 to 1700). In addition, there are seventy-three linguistically related Piro villages found directly south of the Tiwa (see map of Tiwa-Piro). On Isleta lands, are 439 recorded archaeological sites. Across a wider expanse of Isleta's ancestral landscape are also many hundreds of habitations, rock art sites and other locations that predate 1700 and are considered ancestral by knowledgeable Isleta elders.

Isleta's traditional landscape also includes farming areas, named hunting areas, hunting landmarks, and hunting camps, plant and mineral collecting areas, significant geologic features and other places of importance, all connected by a complex network of prehistoric and historic trails and destinations. Tiwa placenames are also found in all corners of Isleta's ancestral landscape. For instance, just during the course of the first of two landclaim projects, 278 named Tiwa places were recorded. These included names for ancestral habitations, hunting areas also marked by camps, landmarks and shrines, plant collecting areas, rock art sites, farming areas, water sources, herding areas, orienting landmarks, trails, trading destinations and other places of importance. Tiwa placenames are of particular importance, since in many instances they have been superseded and replaced by successive colonizations. On most maps today, Spanish and English versions of names and places have supplanted older Tiwa named places. We propose to correct this for the Isleta community with the records of the Isleta archive and in the process re-establish Isletan history as told from an Isleta point of view.

2 – Project Design

Telling History From the Land is a project created in response to the Isleta community's clear and consistent wish to know and understand their history and a growing concern within the Pueblo to preserve and pass on traditional ways and knowledge. This will be done (1) by inventorying, organizing and thus revealing a history of the Pueblo through places and knowledge of the ancestral landscape, and (2) by making use of these

resources to provide a wide range of programming options and opportunities to return Isleta's history to the community, with special emphasis on introducing these resources to

students. As a part of this goal, we will be promoting the project, its activities and findings by way of all media available. These include digitized or paper written records, historic and modern mapping, audio recordings and photographs.

The following is presented in a sequential order, and in fact the tasks are meant to proceed as they are described. We expect to begin our work in September, 2019 and continue through August 2021.

Goal 1 – Identify and inventory the collections to be used for "Telling History From the Landscape, and to turn these into a clear and comprehensible history:

1 – Develop collection policies that will serve this project. These will be used as an archive management program that includes access and use, accessioning procedures, and organizing tools. This will begin at the inception of the project, and will conclude early in year one. A one-day meeting to assist with policies, will include all staff, the Advisory Team, and the two department directors will occur very early.

      - archivist, DCHP Director, Isleta General Counsel, Advisory Team, Cultural
      Committee, Directors of the elderly Center and Department of Education

2 - Collect and inventory those records to be made use of for this project. This will begin soon after the project begins and will take up to one month.

      - archivist, THPO, archaeologists, students

3 –assemble and divide all records having to do with Tiwa placenames (traditional history) and archaeological site documentation (documented history) that will serve as the structure for history on the landscape. This will occur upon conclusion of step 2 and will not take more than one week since these records are readily available.

      - archivist, THPO, archaeologists, students, Cultural Committee

4 – divide other types of relevant and supporting information to be included in our project as traditional or documented history. This, like Step 3, can begin on conclusion of Step 2. Examples of this kind of information are additional placenames taken from historic documents, recorded songs and stories, or offered by the Cultural Committee during the project. This will occur throughout the first year of the project after the first two months.

      - archivist, THPO, archaeologists, students, Cultural Committee

5 – print digitized records to provide hard copies of all records relevant to the project. This can begin early in the first year and will continue through the project until completed.

      - archivist, students

6 – conduct meetings with the Cultural Committee and DCHP staff to discuss the best means of more finely organizing these records and how best to communicate these histories and pass what we have created on into the future. Meetings will be held twice monthly during the first year. The Advisory Team will meet twice to discuss organization at the midpoint and conclusion of the first year.

      - DCHP Director, Cultural Committee, other knowledgeable elders, THPO,
      Advisory Team

7 – create metadata that helps reveal and connect these histories to the landscape, emphasizing that the majority of records, even from vastly different sources, are

<center>**The Pueblo of Isleta - Telling History From the Land**</center>

complimentary, and together result in a more complete history of the Isleta people. What will also be required is to understand why some recorded history does not reflect Isletan history correctly. Mukutu is the database platform for this project.

> \- archivist, Cultural Committee, DCHP Director, THPO, archeologists, Advisory Team

8 – digitize and scan all relevant hard copy records that remain in paper form only, training student interns for these tasks. All records currently digitized or in separate databases will be fully integrated using Mukurtu. Archaeological and linguistic information are now incorporated in separate, specialized databases.

> \- archivist, students, THPO

9 – design introduction and entry to 'Telling History From the Landscape' through maps and key subject and temporal indicators that will provide the explanatory framework for understanding Isleta's past as it appears in the homeland. The records that tell the story of this project will be available in digitized form and as paper hard copies. The design of this introduction and metadata development will begin after Steps 3 and 4 and will become one of the primary tasks of our staff during the second year.

> \- all project staff and Advisory Team

10 – develop a plan with DCHP staff and the Cultural Committee to provide community-wide access to the collections produced by the project. Archival records will be available to the community after the first three months of the project, but only as unprocessed data. The completed results for "Telling History from the Land" will not be available or functional until the final stages of this project.

> \- archivist, students, THPO, Cultural Committee, DCHP Director

Goal 2 – Outreach and Utilization

1 – introduce the community to the new archive and its contents through on-site tours, and at the same time, establishing the archive and cultural center as permanent repositories. This project will coincide with the move to the new archival space. The promotion of our project and its results will inevitable be linked to the opening of the new archival site. As a result, announcements for one will be helpful to the other. We will promote our project, from the very beginning, making use of all media and means available. Our promotions and announcements will evolve to reflect the progress we make. We will have regular stories in the weekly Isleta newspaper, post announcements and flyers throughout the Pueblo, make full use of digital media, and contact other local news sources.

> \- archivist, students, DCHP Director, THPO, Isleta Department staff

2 – in cooperation with Isleta's Department of Education, work on developing a training and internship program with at least five students, who will begin to work on the project the summer of 2020, be involved to a lesser extent through the following school year, and again spend the summer of 2021 working with us. Student interns will each work 20 hours a week during the summer and up to 10 hours a week during the school year. Other

students will be invited periodic events (four per year) as an introduction to our activities and goals.

       - archivist, students, THPO, archaeologists, Elderly Center members

The Pueblo of Isleta - Telling History From the Land

3 – promote our project and introduce the Isleta community to project goals, results and discoveries through archive-sponsored lectures, meetings, workshops, roundtables, and guest speakers. Events will include field tours to ancestral villages, rock art sites, and other places of importance to Isleta history, and will be open to all members of the Pueblo.

       - students, Cultural Committee, DCHP, staff archaeologists, Elderly Center

4 – work with the Elderly Center staff to plan and develop what will become a permanent set of events with the neighboring Elderly Center. Members of the Elderly Center will be encouraged to give talks, present workshops, and take part in discussions, and will also be made aware of and encouraged to use the archival records.

       Archivist, DCHP Director, Cultural Committee, THPO

The design of this project has combined the expressed needs and wishes of the community, the revealing and telling of Isleta's history, with resources already in our possession. A unique form of history will emerge from the processing of records through this project. The process combines a traditional history that we have had the opportunity to record, with archaeological and historic documentation that when joined tells an all-encompassing history of the homeland. We feel that focusing on Isleta's aboriginal homeland as history best takes advantage of the records we possess and the story we wish to tell.

3. Impact

An important aspect of what we propose to do will be to understand how the results and activities of this project have been received, how much interest has been generated, and how much people have learned by what we have presented. To our advantage is that the Department of Cultural and Historic Preservation and its staff are well established and well respected in the community, which will lend itself to our success. Through the full length of the project we will be asking for feedback from the community with particular interest in how students are judging their involvement and the knowledge they have gained. During the later half of the first year and during the second year, we will develop a systematic survey format for gaining feedback and use this information to make changes and alterations if necessary.

Goal 1 – Identify and inventory the collections

1 – As we develop our project collection policies, we will have to tailor these to conform to the specific records we will make use of and the unique requirements of our project.
2 –Putting together records for our project will require a clear understanding of the length and breadth of what is requires. Our success will be judged by the completeness of this record set or negatively if we find we have to re-explore our collections.
3 – we must organize traditional and documentary records to work as a single set of documents that lend themselves to the objectives of the project.

4 – adding contributing information to the two types of history will take place during the fist year. Not only must we search for these records, their importance will have to be recognized and correctly inventoried

5 – Hard copies of all digitized information must be produced as necessary for the purposes of this project.

6 – the regular meetings we have arranged must be well planned to succeed. Their success will be a question presented to participants during these events.

7 – The creation of informative metadata is one of the most important tasks we have. The story we plan to tell will be drawn from a unique set of documents and will result in a singular form of history.

8 – digitizing, scanning and inventorying paper records will take time and be a task assigned to students, offering them an opportunity to understand what records we have and how important they are to the history of the Pueblo.

9 – the introductory formats to the history must be self-evident and in turn, direct users toward the kinds of information they wish to find. Maps for both digital paper records will serve as the best introduction to history as told by the ancestral homeland.

10 – the completion of our history as a comprehensible set of records will tell of its success.

Goal 2 – Outreach and Utilization

1 – The introduction and promotion of our project will be judged by the interest it generates within the Pueblo. This will translate as knowledge of our activities, the interest expressed in the results, and audience sizes.

2 – It will be important to successfully plan and devise the student intern program. We will conduct surveys among students as our plans take shape and have begun to be implemented. Informally, we will continue to monitor and gauge their interest and enthusiasm.

3 – as we promote our project through community events, audience size will be one of our measures to track. Informally, we will ask for feedback, and we will conduct spot surveys of visitors during all public events.

4 – the number of participants that would like to participate will be a good measure for us.

The goals and measures of success outlined above will address each part of our project, and so we will be receiving a steady flow of feedback that will let us see what is succeeding and where it is we will have to adjust our methods. But the primary gauge of success will be the creation of an Isletan history that transforms the Pueblos ancestral homeland into a history book. If we are successful 'Telling History from the Land' will become a permanent fixture in the Isleta archive and a foundational element of the collections. To measure the ultimate success of our project, we will conduct a final survey among students and the Elderly Center.

4. Communications Plan

With the establishment of the Yonan An Cultural Center, to be completed in September of this year, news of the new center will be well advertised in the tribal newspaper, online, and through tribal-wide invitations to a grand opening. The opening ceremonies will be a major event, with all tribal officials in attendance, and will attract a great many community members, school children, and many others interested in the Pueblo.

The Pueblo of Isleta - Telling History From the Land

The creation of this new center will immediately raise the profile of the Department of Cultural and Historic Preservation, make the tribal archive a known presence, and will become a center of tribal-wide activities.

The primary audience for this archival project will be members of the Isleta community, although the archival center will be open to others interested in the Pueblo's history and culture. The cultural center will be a new community center, a new draw for many community activities, and a place where we expect to present a regular series of talks, forums, classes and meetings. Adjacent to Yonan An is the Isleta Assisted Living and Elderly Centers. Our Department has long shared events, presented lectures, and co-hosted visitors with the Elderly Center. As a part of the planning for these centers, the administration of the Elderly Center are well aware of their symbiosis with Yonan An and are enthusiastically prepared for this eventuality.

In a similar vein, we have discussed and planned for our involvement with Isleta's Department of Education and Language Programs and the necessity for their participation with the cultural center and archive. The Yonan An center will also have a 3,000 Sq. Ft. exhibit space. An exhibit entitled "Time Exposures: Picturing a History of Isleta Pueblo in the 19th Century," (https://www.facebook.com/timeexposures/) will be on display at the cultural center. This is a traveling exhibit created by the DCHP staff and cultural committee, funded by the National Endowment for the Humanities, that has been seen at various venues across the United States for the past ten years. Telling history from an Isleta point of view, it is well matched with the archival project we propose and will be an additional draw for the new cultural center. Our traveling exhibit has been one of many projects undertaken by the DCHP and staff over recent years. What the Yonan An cultural center will allow, is for our activities to be focused at a single location and therefore to have a higher profile and greater accessibility within the community.

5. Sustainability

With the creation of the Yonan An Cultural Center and the Isleta Tribal Archive, the tribal administration, tribal council have committed themselves to the sustainability of both cultural center and archive. Funding for the cultural center renovations were provided by the tribal council, as is their commitment to staffing the new center. The center has also received the firm approval of Isleta's traditional leaders. However, the interest of the Isleta people as a whole is the driving force of this project. The DCHP staff is constantly told by community members how much they value the Department's activities, and how much they value their history and it's importance to them as members of Isleta Pueblo.

Activities	year 1																year 2							
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Goal 1 Identify and Inventory																								
1 develop policies	x	x	x																					
2 collect records	x	x	x																					
3 divide records				x																				
4 divide all records				x	x	x	x	x	x	x	x	x	x											
5 print records				x	x	x	x	x	x	x	x	x	x	x	x	x	x							
6 meetings	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x		x		x			x
7 create metadata						x	x	x	x	x	x													
8 digitize and scan	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9 access and entry					x	x	x	x																
10 provide access																					x	x	x	x
Goal 2 Outreach and Utilization																								
1 community introduction	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2 training and internship									x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3 promotion	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4 Elderly Center activities	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

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.

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.

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.

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.

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).

B. 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 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).

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).

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).

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).

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

Part III. Projects Developing Software

A. General Information

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

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

B. Technical Information

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

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

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

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

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

C. Access and Use

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

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

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

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

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

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

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

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

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

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

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

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

Name of repository:

URL:

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