

IMLS Enhancement Grant

Pascua Yaqui Tribe – Education Division

Dr. Fernando Escalante Community Library and Resource Center

ABSTRACT – Single spaced, not exceed 600 words. Insert text into IMLS Abstract Form on grants.gov

The “*Itom Yoem Lutu’uria - Our Yaqui Truth*” project was developed to expand and enhance the Pascua Yaqui Tribe’s newly established Dr. Fernando Escalante Community Library and Resource Center (CLRC) over a two year period (2010-2012). The mission of the CLRC is “*To be a place that promotes and preserves Yaqui knowledge and culture, inspires community members to continuously achieve higher levels of education, and enhances personal/community development to enrich and improve the quality of life for all Yaqui people.*” The Pascua Yaqui Tribe used a variety of methods to determine community needs, including a comprehensive community needs assessment, an education forum, a community survey with specific questions related to the CLRC, focus groups with local high school and preschool teachers and youth, and a strategic planning session with the CLRC Advisory Committee. The community overwhelmingly indicated that a program that serves tribal members of all ages with an emphasis on intergenerational exchange and family involvement was considered necessary to address the following community needs: 1) Promote and preserve Yaqui culture, language and knowledge; 2) Improve access to library and resource materials; and 3) Strengthen literacy skills.

These community needs will be addressed through an increase in library holdings in the Yaqui and General Collections; monthly cultural activities; workshops on how to find and access information using a variety of tools, including technology; an “Elder Docent” program to train elders to assist with basic library functions and cultural activities; maintaining an Advisory Committee made up of tribal members, educators, and leaders, and local and state librarians; and a cultural adaptation of a formal multi-generational reading program in partnership with local and state libraries. CLRC library staff maintain a strong partnership model with tribal, county, state, and university libraries museums and academic programs to combine and maximize resources such as library materials, training, literacy programming, cultural resources, and technical support. As a result of these activities and partnerships, the “*Itom Yoem Lutu’uria - Our Yaqui Truth*” project will increase library and resource materials to adequately serve the community, community members will know how to find and access library and cultural resources using technology, and the interest in reading and literacy skills will increase among program participants. Success of the project will be measured by the number of patrons, circulated items, and participants in workshops, activities and the reading program, and overall community satisfaction and perceptions about CLRC services as reported on activity evaluation forms, informal interviews and annual surveys.

NARRATIVE: "Itom Yoem Lutu'uria - Our Yaqui Truth"

1. INTRODUCTION AND ASSESSMENT OF NEED

a. The Community:

The Pascua Yaqui Tribe (PYT) is a federally recognized Indian tribe in Arizona. Yaquis have inhabited areas from the Rio Yaqui, in Sonora, Mexico to the southwest United States, since 500 AD. Over the centuries Yaquis struggled to maintain their culture, language, and sovereignty in the face of warfare and the hostile policies of the Spanish, Mexican and United States governments. Federally recognized in 1978, PYT is located on a 1,152 acre (just over a square mile) reservation located southwest of Tucson, and serves eight outlying communities in southern Arizona. (See Supporting Documents: Map of Yaqui Communities in Arizona and Mexico.) There are 16,387 enrolled members of the tribe, with approximately 4000 members living on the reservation. Many Yaqui adults living on the reservation experience a number of socio-economic issues such as high unemployment, poverty, and low high school graduation rates. According to the US Census, of all residents of the reservation, 47% of are under the age of 24, 44% are at or below federal poverty levels, and only 37% have graduated from high school. The unemployment rate is 25%, which is significantly higher than the Arizona rate of 7%¹. Efforts to improve educational attainment and the socio-economic status of tribal members living on the reservation are greatly needed to strengthen tribal self-sufficiency.

Yaqui people have a strong religious, artistic, and military history, and are known for their highly-complex Easter ceremonies and traditional deer dances. PYT is among the first tribes in the nation to develop and implement an official language. The late Dr. Fernando Escalante, for whom our tribal library is named, was the first Yaqui to earn a doctorate in linguistics from the University of Arizona. He was instrumental in developing the orthography of the Yaqui written language and led the creation of the official Yaqui alphabet and dictionary. Many of the younger generations are unfamiliar with the Yaqui language, and therefore cannot understand the traditional stories, remedies, and history shared by their elders. With the threat of language loss and acculturation, it is increasingly important to take various measures to preserve, protect and promote the Yaqui language, traditions and history through the collection of resource materials. Enhanced library services are needed to improve access to educational and cultural resources to preserve Yaqui heritage, improve educational outcomes, and improve the overall quality of life.

b. Current Role of the Library:

In June 2008, the PYT Tribal Council granted the Education Division with a facility to expand its 120 square foot resource room into a 1300 square foot tribal library and resource center. After eight months of renovations, the Dr. Fernando Escalante Community Library and Resource Center (CLRC) held a grand opening on February 18, 2009². More than 150 community members of all ages attended! The CLRC includes a circulation desk and general collection of 1850 items, including electronic resources, a Reference Room, a Children's Room, and the Yaqui Collection, which has 203 items. The library is staffed by the CLRC Manager and a part-time administrative assistant (both paid by the tribe) and by a grant funded part-time librarian.

The mission of the Dr. Fernando Escalante Community Library and Resource Center (CLRC) is *to be a place that promotes and preserves Yaqui knowledge and culture, inspires community members to continuously achieve higher levels of education, and enhances personal/community development to enrich and improve the quality of life for all Yaqui people*. It is open to the community from 11:00 am to 2:00 pm and from 4:00 pm to 7:00 pm Tuesday through Friday, and on Saturdays from 11:00 am to 5:00 pm. As of April 15, 2009, a total of 102 library cards were issued and 174 items have circulated since the opening of the CLRC in February 18, 2009. Current programming includes some cultural workshops at the library and in the community, preschool and high school classroom visits, and literacy activities. CLRC staff, in partnership with the Arizona State Library, will provide a summer reading program for children and teens in July 2009.

¹ Preliminary Bureau of Labor Statistics rate for February 2009, reported at <http://www.bls.gov/web/laumstrk/htm>.

² Yaqui Times Article, Page 3, http://www.pascuayaqui-nsn.gov/aboutus/news/pdf/yaqui_times_02_09.pdf

c. Proposed Project and Needs to be Addressed

The CLRC proposes to address three primary needs: 1) Promote and preserve Yaqui culture, language and knowledge; 2) Improve access to library and resource materials in the community; and 3) Strengthen literacy skills in the community.

Itom Yoem Lutu'uria meaning *Our Yaqui Truth* is the name of our project because of the vision to preserve, promote, record and document our cultural truths. Due to assimilation, language loss, and the migration of Yaqui people over time, many tribal members are yearning to learn more about the history, culture, and language. Access to music, photos, government documents, books, and cultural artifacts helps tribal members of all ages to piece together new knowledge with that which is passed down from the elders. Due to a tumultuous history, many cultural resource documents and materials are unidentified and/or undocumented, and therefore, may not be easily viewed or purchased at mainstream bookstores, through the Internet, or by mail. Much of the current collection was acquired by the CLRC Manager through partnerships with government, museum, library and university officials in both the U.S. and Mexico. Much remains to be done to identify and acquire an adequate collection to meet the community needs.

"Every community needs a library!" - English Teacher, Hiaki High School, Focus Group - March 2009

PYT is proud to provide a centralized space to hold reading and resource materials for community use; however, the general collection needs to be expanded to provide adequate age and culturally appropriate reading materials for community members of all ages. Public libraries located outside the community serve a wider population making it difficult for community members to find relevant reading material in a comfortable environment. Transportation is also a significant barrier to accessing public library resources located outside of the community. Another barrier may be a lack of knowledge on how to find information using technology. The "digital divide" experienced by many tribal members, such as limited access to computers, electronics, and the Internet, will be addressed through workshops on how to use the Internet to identify and access library resources. Expansion of the CLRC's general collection will improve access to library resources by providing services on the reservation, thus ensuring there are adequate resources available for all age groups, and by providing workshops on how to find information using technology.

"That we have a library now speaks volumes to the community. It shows that we value education and reading." - Preschool Teacher, Focus Group - March 2009

Educational attainment levels are low among many tribal members living on the reservation. Children and teens currently experience little reinforcement about the importance of reading. Intergenerational literacy activities are needed to communicate literacy as a value and to increase opportunities for children to read outside of school. Through existing partnerships with Pima County Public Library and the Arizona State Library, library staff will identify formal literacy programs to adapt for the Yaqui community, and provide informal literacy activities that focus on families reading together. Programs and activities will be provided at the CLRC and in the community at the PYT Preschool, Hiaki High School, and the Adult Education Center, as well as other locations, to reinforce literacy connections within the community.

d. Needs Assessments:

In 2006, the Pascua Yaqui Tribe conducted a comprehensive community assessment that resulted in an Economic Strategic Plan³, which was approved by Tribal Council. The plan states that a primary objective for the PYT Education Division is to develop an educational complex and library for all age groups. Some of the specific needs identified include: 1) Yaqui cultural protection, preservation, and promotion, 2) Improved literacy and educational attainment, and 3) More activities for youth and parents.

An Education Community Forum was held in May 2008 to elicit feedback from the community about their education needs and overall satisfaction with the Education Division's programs and services. In

³ Pascua Yaqui Strategic Economic Development Plan, April 2006. <http://www.pascuayaqui-nsn.gov/pdf/developmentservices/pyt-strategic-plan-q2-2006.pdf>

anticipation of the CLRC's opening to the public in February 2009, 72 participants completed a survey that included nine questions about the role and need of the CLRC. Of those surveyed, 97% indicated that they believe in preserving Yaqui culture, 98% indicated that the CLRC is a good way of preserving Yaqui heritage and 69% indicated that it is difficult to find resources about Yaqui heritage. This data will serve as a baseline for comparison of results from the Satisfaction Surveys to be completed annually as part of the program evaluation to determine whether the CLRC is meeting the cultural resource needs of the community.

Focus groups were conducted in April 2007 and again in March 2009 to identify community needs and to determine the role of the library in meeting these needs. A prominent theme that emerged both years is the importance of "place". Tribal members need a place where they can read, gather, learn about the culture and history of the tribe, and engage in multi-generational activities. Participants indicated that there is no other place in the community where this occurs on a consistent basis throughout the year. Transportation is a significant barrier to accessing other public libraries located outside the community. High school students shared the importance of finding resources for class assignments within walking distance. Teachers reported that access to reading materials is needed to support their efforts inside the classroom. The results from these focus groups will serve as a qualitative baseline for comparison with focus groups to be held September 2011 about the CLRC effectiveness in addressing the need for a home for cultural preservation and promotion.

Education is greatly valued by PYT as it is a key to strengthening self-sufficiency and determination. After a review of the education data available through the local school district, it was determined that many Yaqui youth living on the reservation are at risk of facing the same socio-economic conditions (i.e. low high school graduation rates, high unemployment and poverty) as many adults. According the School Report Cards for the public schools serving the reservation, fewer Yaqui students are meeting the state standard requirements in reading and writing than all other ethnic groups. Literacy skill development through literacy programs and activities for children preschool through 8th grade and their families are needed to raise academic achievement among Yaqui students to encourage and support their success.

e. Solution:

The CLRC has an Advisory Committee is made up of 3 tribal members, a Tribal Councilmember, a local librarian and the state's tribal library consultant. In March 2009, the Advisory Committee held a strategic planning session to create a new mission and goals, which serve as the basis of the proposed program. (See Supporting Documents: Advisory Committee Strategic Planning). Through the various methods of assessment, the community overwhelmingly indicated that the CLRC can best address community needs by providing a central location for enhanced library services to promote and preserve Yaqui culture, language and knowledge, improve community access to library and resource materials, and improve literacy skills. Tribal Council demonstrated a commitment to this approach by providing the CLRC's current building in June 2008, and more recently, the CLRC was provided with a modular adjacent to the building to be used for tutoring and workshops. The modular is undergoing renovations and is scheduled for completion October 2009.

Over the last two years, the CLRC Manager and Librarian have developed partnerships with the Pima County Public Libraries, the Arizona State Library (including their Tribal Library Resources office) University of Arizona, Arizona State Museum, and the Yoem Tekia Foundation Cultural Center and Museum, among others. These partnerships form a model network of support to achieve shared goals through collaboration and coordination of activities, programming, and curricula. It has provided guidance in the development of policies and procedures, use of technology, and identification of resources and training. These important relationships will continue to guide and support PYT's effort to build an accessible tribal body of knowledge.

2-3. EXPECTED OUTCOMES, PROJECT GOALS, DESIGN AND REQUIRED RESOURCES

The overarching vision of "*Itom Yoem Lutu'uria - Our Yaqui Truth*" project is to provide an active, welcoming library supporting a vibrant learning community. As determined through the various assessments of community need, the project aims to achieve the following outcomes and goals:

NEED 1: PROMOTE AND PRESERVE YAQUI CULTURE, LANGUAGE AND KNOWLEDGE.

Expected Outcomes:

- The CLRC has adequate resources by and about Yaquis from both the US and Mexico to meet the community's formal and informal educational needs.
- Community members know how to find information and resources about Yaquis in the CLRC.
- Community members have increased their cultural knowledge due to improved access to cultural resource materials, programs, and activities.

Goal: To promote and preserve Yaqui culture, language, and knowledge by providing access to resource material and various media of cultural significance.

Action Items: The following activities and action items will serve as a means for promoting, preserving and increasing cultural knowledge, facilitating cultural information exchange among library/museum partners, and encouraging intergenerational cultural sharing. Action items include: (a) Identify, acquire and catalog new cultural resources and materials; (b) Plan and coordinate monthly cultural activities that integrate the use of library resources; (c) Convene regular meetings with partners, including the Yoem Tekia Foundation Cultural Center and Museum (a tribal museum located on the reservation), Pima County Public Library and the Arizona State Museum, among others, to diversify the resource materials available for the program; (d) Provide quarterly workshops on how to research information about Yaquis and other indigenous groups; (e) Identify and train four elders each year to assist with basic library functions, provide cultural/historical presentations, or read to children and families; and (f) Create and develop cultural displays for educational purposes each trimester.

Outputs: Number of new cultural resource materials acquired and cataloged, number of circulated items, number of workshops, number of workshop participants, number of elders trained, and number of displays.

Timeline and Resources Required: The activities outlined above will be carried out primarily by the library staff, CLRC Manager, Amalia Reyes, and the Librarian, Oscar Hernandez. Mrs. Reyes is a tribal member who has more than ten years experience in culture and language preservation for PYT, and providing cultural workshops to all ages and audiences. Mr. Hernandez graduated with a master's degree from the University of Arizona's School of Information Resources and Library Science Knowledge River Program. He worked as a library consultant August – September, 2008, volunteered through the fall, and was hired as the part-time librarian in January 2009. Mr. Hernandez was instrumental in acquiring, cataloging and organizing the general and Yaqui collections, developing library policies, and preparing for the public opening of the CLRC. Library staff will acquire and catalog the majority of the new cultural resources primarily in October through December 2009 and 2010; and ongoing throughout the two project years.

Cultural activities and workshops that integrate library resources will be planned and coordinated each month beginning October 2009. Activities and workshops will be designed for community members of all ages. Workshops will also serve as an outreach effort to attract community members who are interested in learning more about the culture, but who may not be likely to visit the library. In January, regular meetings will commence in order for partners to identify resources and programming opportunities, and to assist with planning future workshops, cultural displays, and other activities. Library staff will provide quarterly workshops on how to research information about Yaquis and other indigenous groups starting February 2010, and continuing through September 2012. In addition to cultural activities and research workshops, cultural displays for education purposes will be put together and rotated every trimester starting March 2010, and continuing through September 2012. By the end of grant funding, we expect workshops and displays to be ongoing activities of the library.

The elder component is aimed at increasing opportunities for intergenerational exchange, sharing, and interaction. Every 8-12 weeks, in partnership with the PYT Liogue Senior Center, an elder will be identified to serve as a "docent" at the CLRC. Elders will be trained on the general function of the library and basic literacy skill development. Depending on their areas of interest and knowledge, they will be asked to give cultural presentations, share traditional stories as appropriate, lead story time, or greet library visitors. Trainings will be

held February, June, September, and November, 2010, and so on through September 2011. Having the elders at the CLRC will add to a welcoming environment and engage them in community activity.

NEED 2: IMPROVE COMMUNITY ACCESS TO LIBRARY AND RESOURCE MATERIALS

Expected Outcomes:

- Tribal members report that there are adequate library and resource materials at the CLRC.
- Tribal members know how to access library and resource materials using a variety of tools (e.g. Internet, catalog, and databases) at the CLRC.

Goal 1: Provide community access to a centralized tribal library at least 30 hours per week

Goal 2: Improve community knowledge on how to access library and resource information.

Activities/Action Items: Access to library and resource materials and community knowledge on how to access information will occur through the following activities/action items: (a) Provide library services to the community 30 hours per week; (b) Identify acquire and catalog new library and resource materials for the general collection; (c) Convene the CLRC Advisory Committee quarterly, or as needed; (d) Convene regular partner meetings with the Pima County Public Library, Arizona State Library and the University of Arizona Museum to identify new resources and to provide a wider range of programs and library resources to the community; (e) Library staff will provide field trips to local public and state libraries and museums 3 times per year; (f) Identify library student interns from the University of Arizona's School of Information Resources and Library Science Knowledge River Program; (g) Conduct bi-monthly workshops for the community with instructions on library use, Internet searches, and other library skill development; (h) Pilot test and improve the library website with access to the catalog and links to related sources; and (i) Coordinate with tribal programs and departments for community outreach to acquire tribal resource materials.

Outputs: Number of general collection items acquired and cataloged, number of patrons with library cards, number of circulated items, number of CLRC Advisory Committee meetings, number of training workshops, and number of tribal programs and departments that use CLRC resources.

Timeline and Resources Required: Funding of this proposal will allow the tribe to continue the CLRC Librarian position, thus providing library services 30 hours per week to the community. Mr. Hernandez is well regarded in the community and has established rapport with library patrons. Without grant funding, the librarian position cannot be guaranteed beyond October 2009. Library staff will acquire and catalog the majority of the new items for the General Collection primarily in October through December 2009 and 2010; and ongoing throughout the two project years. The CLRC Advisory Committee will convene quarterly beginning October 2009 through September 2012. The role of the Advisory Committee is to provide guidance, determine strategic directions, and identify resources and potential fundraising opportunities for sustainability of the library.

Periodic meetings with partners will begin January 2010 to identify resources and programming opportunities, and to assist with planning future workshops and activities. Library staff will coordinate with partners to provide community member field trips to local public and state libraries and museums 3 times per year (April 2010, July 2010, October 2010, through September 2012). Staff will also work with the University of Arizona's School of Information Resources and Library Science Knowledge River Program, which provides support for its Native American and Hispanic graduate students, to identify student interns to assist with general library services each semester starting December 2009 to serve at the CLRC starting January 2010. For information about the Knowledge River Program, see www.indiancountrytoday.com/archive/41975492.html.

To address the digital divide and improve community knowledge about how to use technology to access information and resources, workshops on library use, Internet searches, and other library skills will be provided at least bi-monthly starting in February 2010. Age appropriate workshops will be provided at the library and at the Education Division's Community Computer Lab and Intel Clubhouse. PYT is currently building a website for CLRC, which is expected to be completed October 2009. Library staff will continue to work with the tribe's Information Technology Department to pilot test and add resources and links to the site so that it is user friendly to tribal members in July and August, 2010.

From January 2010 through March 2010, library staff will coordinate with tribal programs to acquire program and educational materials produced by the programs for community use. Materials such as traditional cookbooks, curricula, poetry, digital storytelling, and so on, will be made available for centralized community access. Acquisition of tribal program materials will remain ongoing.

NEED 3: STRENGTHEN LITERACY SKILLS IN THE COMMUNITY

Expected Outcomes:

- Tribal members who participate in literacy programming enjoy reading at home and at the CLRC.
- Literacy programming participants demonstrate an increase in their development of literacy skills.

Goal 1: Increase interest in reading among tribal members.

Goal 2: Enhance literacy skills by providing resources and multi-generational activities.

Action Items: (a) Partner with Pima County Public Library and the Arizona State Library to identify, adapt, and provide formal multi-generational reading programs that are culturally relevant; (b) Provide formal multi-generational reading programs that are culturally relevant; (c) Identify, acquire and catalog materials and programs for literacy skill development that are age and culturally appropriate; Attend Pima County Public Library and Arizona State Library trainings on literacy skill development; (d) Attend IMLS, Pima County Public Library and Arizona State Library trainings; (e) Partner with tribal programs, such as Hiaki High School (a charter high school on the reservation), Head Start and Community and Adult Education, to provide literacy activities and programs; (f) Provide weekly literacy activities at the library; (g) Establish a monthly calendar of activities; and (h) Provide a space for tutoring grades 3-8 for 2 hours, Tuesday through Thursday.

Outputs: Number of materials, number of trainings, number of literacy activities, number of participants in formal literacy programs, calendar of activities.

Timeline and Resources Required: Library staff will partner with the Pima County Public Library and Arizona State Library January 2010 to identify and provide formal, multi-generational reading programs, at the library and at PYT program sites such as the Adult Education Center, Liogue Senior Center or the PYT Preschool. For example, we are considering the Mother/FatherRead concept that focuses on strengthening parenting and literacy skills of parents by reading to their own children. Once program(s) are identified, library staff will acquire and catalog materials needed for the program starting February 2010. The program will be provided in April 2010. Library staff will also attend 6-8 trainings on literacy skill development when available provided at the local, state and national level. In addition, the CLRC will provide weekly literacy activities, such as story time and puppet shows, at the library and in conducted in the community. A monthly calendar of activities will be advertised in the tribal newspaper, announced on the tribal radio station, and distributed to tribal programs to share with their clients by October 2009. The newly acquired modular will be available in October 2009 to provide space for tutoring services for grades 3-8 to be provided by tribal education programs.

4. EVALUATION METHODS AND DISSEMINATION

Evaluation of the project will be based on specific outcomes using quantitative and qualitative methods to measure attitudes, perceptions, and skills.

a. Outcomes and Data Collection:

NEED 1: Promote and preserve Yaqui culture, language and knowledge

Goal: To promote and preserve Yaqui culture, language, and knowledge by providing access to resource material and various media of cultural significance.

Outcome 1: The CLRC has adequate resources by and about Yaquis from both the US and Mexico to meet the community's formal and informal educational needs.

Output Targets: By September 2011, the library will increase its collection of Yaqui resources by 12%.

Outcome Target: By August 2010, 75% of library patrons will report that the Yaqui Collection adequately meets their educational needs.

Data Source(s):

- As of April 15, 2009, the CLRC has a baseline of 203 items in the Yaqui Collection.
- Library staff will record and track the number of new items acquired and compare with baseline data.
- Annual Satisfaction Surveys will be distributed to library patrons that include a section evaluating the Yaqui Collection and cultural activities. The surveys will be analyzed in September and used to determine overall satisfaction with cultural resource material available, and the quality of displays and cultural programming.

Outcome 2: Community members know how to find information and resources about Yaquis in the CLRC.

Output Targets: By October 2010, 50 community members will have attended a workshop on how to access information about Yaqui culture, language and history

Outcome Target: By August 2011, 60% of community members will indicate that they know how to access information about Yaqui culture, language and history

Data Source(s):

- Library staff will track the number of workshop participants annually.
- Post-workshop evaluations will be used to evaluate whether participants know how to access information about aspects of Yaqui heritage. Data will be analyzed and summarized annually.

Outcome 3: Community members have increased their cultural knowledge due to improved access to cultural resource materials, programs, and activities.

Output Targets: By the September 2011, 250 community members will have participated in cultural activities and research workshops

Outcome Target: By August 2010, 75% of library patrons will report that access to cultural library resources and activities has increased their cultural knowledge

Data Source(s):

- Library staff will track the number of participants at each activity to determine the total number annually.
- Post-activity evaluation forms will be used to determine whether there is an increase in cultural knowledge due to access to cultural resource materials, programs, and activities.
- Focus groups will be held in September 2011 and results will be compared with those of prior focus groups to determine the effectiveness of providing a centralized location for library resources and materials as a means of cultural preservation and promotion.

NEED 2: Improve Community Access to Library and Resource Materials

Goal 1: Provide community access to a centralized tribal library for at least 30 hours per week.

Outcome 1: Tribal members report that there are adequate library and resource materials at the CLRC.

Output Targets: 1) By September 2011, the library will increase its general collection by 35%; and 2) By September 2010, the number of community members who have registered for a library card will have increased by 100% (compared to the baseline number of patrons at the start of the project).

Outcome Targets: 1) 65% of those who complete an annual satisfaction survey will report that they are satisfied with the general collection, availability of material, quality of workshops and library access; and 2) By September 2010, 75% of library patrons will report that access to library and resource materials is satisfactory or better.

Data Source(s):

- Library staff will record the number of new resources in the general collection and compare with baseline.
- The annual Satisfaction Survey will include a section to assess patrons' overall satisfaction with the general collection, availability of material, quality of workshops and trainings, and library access.
- Library staff will analyze results of satisfaction surveys to determine whether patrons report that there are adequate library and resource materials at the CLRC.

Goal 2: Improve community knowledge on how to access library and resource information.

Outcome 1: Tribal members know how to access library and resource materials using a variety of tools (e.g. Internet, the library catalog, and databases) at the CLRC.

Output Targets: 1) 100 community members will have participated in a workshop or training annually; and 2) At least 6 workshops and trainings on library use, Internet searches, and other library skill development will be provided annually

Outcome Targets: Each year, 60% of all workshop participants will report that they gained new knowledge and skills

Data Source(s):

- Library staff will track the number of participants who attend workshops.
- Workshop and training participants will complete an evaluation at the end of each workshop to evaluate effectiveness, acquisition of new knowledge and skills, and to identify topics for future workshops.
- Library staff will collect and analyze data results from workshop evaluations annually in September.

NEED 3: Strengthen Literacy Skills in the Community

Goal 1: Increase interest in reading among tribal members.

Outcome: Tribal members who participate in literacy activities enjoy reading at home and the CLRC.

Output Target: By the end of 2010, library staff will have provided 40 opportunities for community members of all ages to participate in a literacy activity

Outcome Target: At the end of each reading program session, 60% of literacy activity participants will report that they enjoy reading together at home and at the CLRC.

Data Source(s):

- Library staff will track the number of individuals who participate in literacy activities.
- Library staff will conduct post-program surveys to determine whether participants enjoy reading at home and at the CLRC.
- Annual Satisfaction Surveys will include a section to determine the overall number of those surveyed who attended literacy activities, the estimated number of activities attended, and whether their interest in reading increased as a result of attendance.

Goal 2: Enhance literacy skills by providing a multi-generational reading program

Outcome: Literacy programming participants demonstrate an increase in the development of literacy skills.

Output Targets: 1) By the end of 2010, 30 participants will have completed the library's culturally appropriate multi-generational reading program; and 2) By February 2010, library staff will have identified a reading program and be ready to recruit tribal members to participate.

Outcome Target: At the end of each reading program session, 60% of participants will report an increased interest in reading and demonstrate improvement in their literacy skills.

Data Source(s):

- Library staff will track the number of individuals who participate in literacy program participants.
- Pre- and post-evaluations will be conducted at each reading program session to determine increases in literacy skills.

b. Dissemination:

There are a number of facets to the "Itom Yoem Lutu'uria - Our Yaqui Truth" project that are useful for tribal libraries, librarians and information researchers, such as the cultural adaption of mainstream multi-generational reading programs for relevancy, literacy programming in Native communities, complexities of developing a tribal library, and graduate student training in a tribal library setting. The project proposes a strong model of partnership with tribal, county, state and university libraries, museums, and academic programs to achieve a shared goal of reaching underserved populations that could be replicated in other communities. The overall process and result of this project will be well documented and shared at library conferences and publications. Information will be shared on the library website so that other tribal libraries may also learn from this experience. Partnering with Arizona State Library we will disseminate information, learning experiences, and best practices with tribal libraries in Arizona. Other topics may be pursued as the library staff continue to document, analyze, report, and present.

BUDGET FORM: Section B, Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages	\$71,898.00	\$125,366.00	\$197,264.00
2. Fringe Benefits	\$17,974.00	\$25,854.00	\$43,828.00
3. Consultant Fees	\$5,000.00		\$5,000.00
4. Travel	\$7,900.00		\$7,900.00
5. Supplies and Materials	\$47,228.00		\$47,228.00
6. Services			
7. Student Support			
8. Other Costs			
TOTAL DIRECT COSTS (1-8)	\$150,000.00	\$151,220.00	\$301,220.00
9. Indirect Costs			
TOTAL COSTS (Direct and Indirect)	\$150,000.00	\$151,220.00	\$301,220.00

Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	\$150,000.00
2. Cost Sharing:	
a. Applicant's Contribution	
b. Kind Contribution	\$151,220.00
c. Other Federal Agencies*	
d. TOTAL COST SHARING	\$151,220.00
3. TOTAL PROJECT FUNDING (1+2d)	\$301,220.00
Percentage of total project costs requested from IMLS	50 %

*If funding has been requested from another federal agency, indicate the agency's name:

SCHEDULE OF COMPLETION

YEAR 1 Pascua Yaqui Tribe - Dr. Fernando Escalante Community Library and Resource Center "Tom Yoen Lutu'uria - Our Yaqui Truth" Project													
Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Cost
NEED 1: PROMOTE AND PRESERVE YAQUI CULTURE, LANGUAGE AND KNOWLEDGE													
Goal: To promote and preserve Yaqui culture, language, and knowledge by providing access to resource material and various media of cultural significance.													
(a) Identify, acquire and catalog new cultural resources and materials Yaqui Collection	X	X	X	X	X	X	X	X	X	X	X	X	\$2,000
(b) Monthly cultural activities	X	X	X	X	X	X	X	X	X	X	X	X	\$160
(c) Meetings with the libraries and museums to diversify the cultural resource materials				X	X	X	X	X	X	X	X	X	Staff time
(d) Quarterly research workshops to find Yaquis and other indigenous resources					X			X			X		\$100
(e) Train elder "docents" to assist					X			X			X		\$2,700
(f) Provide new cultural displays						X				X			\$250
NEED 2: IMPROVE COMMUNITY ACCESS TO LIBRARY AND RESOURCE MATERIALS													
Goal: Provide community access to a centralized tribal library at least 30 hours per week													
Goal: Improve community knowledge on how to access library and resource information.													
(a) Provide library services 30 hours/week.	X	X	X	X	X	X	X	X	X	X	X	X	\$44,936
(b) Identify acquire and catalog new library items for the General Collection	X	X	X	X	X	X	X	X	X	X	X	X	\$4,000
(c) Quarterly Advisory Committee meetings	X			X			X			X			Staff time
(d) Regular meetings with libraries and museums to identify new resources, activities, and programs				X	X	X	X	X	X	X	X	X	Staff time
(e) Field trips to local public and state libraries and museums				X				X				X	\$450
(f) Identify graduate student interns			X							X			No cost
(g) Bi-monthly library use workshops					X		X		X		X		Staff time

SCHEDULE OF COMPLETION

YEAR 1 Pascua Yaqui Tribe - Dr. Fernando Escalante Community Library and Resource Center "Atom Yoem Lutu'uria - Our Yaqui Truth" Project													
Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Cost
(h) Pilot test and update library website										X	X		Staff time
(i) Acquire tribal resource materials from tribal programs and departments				X	X	X	X	X	X	X	X	X	Staff time
NEED 3: STRENGTHEN LITERACY SKILLS IN THE COMMUNITY													
Goal: Increase interest in reading among tribal members.													
Goal: Enhance literacy skills by providing resources and multi-generational activities													
(a) Partner with county and state libraries to identify and adapt a multi-generational reading program				X	X	X							Staff time
(b) Provide formal multi-generational reading programs							X	X	X	X	X	X	\$250
(c) Identify, acquire and catalog age and culturally appropriate materials					X	X	X						\$1,000
(d) Attend library and literacy skill trainings (ILMS and local/state)		X		X		X		X		X		X	\$3,500
(e) Partner with the tribal programs to provide literacy activities in community				X	X	X	X	X	X	X	X	X	Staff time
(f) Provide weekly literacy activities	X	X	X	X	X	X	X	X	X	X	X	X	\$240
(g) Provide a monthly activity calendar	X	X	X	X	X	X	X	X	X	X	X	X	Staff time
(h) Provide a space for tutoring students grades 3-8				X	X	X	X					X	No cost
EVALUATION ACTIVITIES													
(a) Evaluation tool development, including program activity evaluation forms and satisfaction survey	X	X				X							\$1,000
(b) Conduct annual satisfaction survey											X		Staff time
(c) Data collection from workshops, activities, and literacy programs	X	X	X	X	X	X	X	X	X	X	X	X	Staff time
(d) Annual data analysis from satisfaction survey and activity evaluation forms											X	X	\$1,500

SCHEDULE OF COMPLETION

YEAR 2 Pascua Yaqui Tribe – Dr. Fernando Escalante Community Library and Resource Center "Iton Yoem Lutu'uria – Our Yaqui Truth" Project													
Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Cost
(h) Pilot test and update library website				X				X				X	No cost
(i) Acquire tribal resource materials from tribal programs and departments	X	X	X	X	X	X	X	X	X	X	X	X	Staff time
NEED 3: STRENGTHEN LITERACY SKILLS IN THE COMMUNITY													
Goal: Increase interest in reading among tribal members.													
Goal: Enhance literacy skills by providing resources and multi-generational activities													
(a) Meet with county and state libraries to evaluate process and implementation of the adapted reading program				X	X	X							Staff time
(b) Provide formal multi-generational reading programs	X	X	X	X	X	X	X	X	X	X	X	X	\$500
(c) Identify, acquire and catalog age and culturally appropriate materials					X	X	X						\$1,000
(d) Attend library and literacy skill trainings (IMLS and local/state)		X		X		X		X	X	X		X	\$3,500
(e) Partner with the tribal programs to provide literacy activities in community				X	X	X	X	X	X	X	X	X	Staff time
(f) Provide weekly literacy activities	X	X	X	X	X	X	X	X	X	X	X	X	\$100
(g) Provide a monthly activity calendar	X	X	X	X	X	X	X	X	X	X	X	X	Staff time
(h) Provide a space for tutoring students grades 3-8	X	X	X	X	X	X	X					X	No cost
EVALUATION ACTIVITIES													
(a) Evaluation tool modification as needed	X	X									X		\$500
(b) Conduct annual satisfaction survey											X		Staff time
(c) Data collection from workshops, activities, and literacy programs	X	X	X	X	X	X	X	X	X	X	X	X	Staff time
(d) Annual data analysis from satisfaction survey and activity evaluation forms											X	X	\$2,000