

Pueblo of Pojoaque Public Library  
"Raising Readers through Programs and Outreach"

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Resume: Katherine Garduno

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Director/Assistant Director, Pueblo of Pojoaque Education Department

Director, Pueblo of Pojoaque Early Childhood Center

Governor, Pueblo of Pojoaque

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## Pueblo of Pojoaque Public Library

### “Raising Readers through Programs and Outreach”

#### ABSTRACT

This project addresses the goal of the Pueblo of Pojoaque Public Library to uphold its Mission Statement: “Special emphasis is placed on supporting students at all academic levels and stimulating young children’s interest in and appreciation for reading and learning.” It also addresses specific needs as identified through meetings, surveys, and interviews of community stakeholders including Tribal officials, Directors of Tribal Departments, parents, tutors, teachers, and librarians to provide pre-literacy and reading incentive programs that will stimulate an interest in reading and involve parent/caregivers in the learning process. To achieve these goals over a two-year period, this project will a) develop and present library and outreach programs emphasizing pre-literacy for pre-school children and their families, b) develop and implement reading incentive programs for school age children, c) expand the library collection with materials that address pre-reading skills and promote pre-literacy. While implementing reading incentive programs for school age children, the project will focus on development of components from the Every Child Ready to Read (ECRR) program developed by the Public Library Association and will include: pre-reading skills workshops for parents, caregivers, tutors, teachers, and staff of community and Tribal libraries, on-going story times that demonstrate pre-reading skills, an expanded children’s collection with recommended ECRR titles, community outreach with story times and workshops presented at local day care centers, a rotating book collection for these centers, and promotion of the program on the library website. Evaluation of this project will be its effectiveness in achieving its specific goals through measurable outcomes including numbers of programs presented, attendance and library circulation, website statistics, numbers of children reached at day care sites, patron questionnaires, satisfaction surveys, and informal interviews, but its long term effectiveness will be its impact on the scholastic performance and academic achievements of the participants.

PUEBLO OF POJOAQUE PUBLIC LIBRARY  
*Raising Readers through Programs and Outreach*

NARRATIVE

*I. Assessment of Need*

This proposal is submitted by the Pueblo of Pojoaque Public Library on Tribal land in north-central New Mexico. The federal government permanently granted tribe status in 1936 after a long history of abandonment and re-settlement of the area. Dating to 500 AD, the Pueblo has a mixed cultural heritage including Pueblo Indian and Hispanic descent. Only a portion of the original area was federally designated as tribal land. The present Pueblo consists of 11,600 tribally owned acres and an additional 13,433 acres within the boundaries of the Pueblo of Pojoaque jurisdiction.

The Pueblo is located in the Upper Rio Grande Region of New Mexico at the juncture of Hwy 84-285 and Hwy 502 to Los Alamos. Within a 70-mile radius of Pojoaque, there are seven additional Native American Pueblos with a combined population of more 30,000. These Pueblos include Nambe, Picuris, San Ildefonso, Ohkay Owingeh (San Juan), Santa Clara, Taos and Tesuque. Highway 84/285 is the northern corridor to the eight northern Pueblos and home to northern New Mexico's agriculture community. It is an economically depressed rural area 15 miles north of the city of Santa Fe at an altitude of 5,500 feet.

Census 2000 figures indicate 2,700 people living within the boundaries of the Pueblo of Pojoaque, of whom 500 are Native American. Persons below poverty level for the Pojoaque Pueblo are dramatically higher than for Santa Fe County, the State of New Mexico and the Nation. Tribal members for Pojoaque Pueblo are 86.2% below poverty, Santa Fe County is 11.9%, New Mexico is 18.7% and the nation is 13.3%.

Approximately 60% of the population of the Pueblo is under the age of 20 with twenty-two tribal members enrolled in college or advanced education. The Pueblo has a 100% employment policy and will provide a job for any Tribal member who wants to work, but many of the positions that are open require skills, training, or educational background beyond the levels of Tribal members. Funds are provided for anyone wanting to attend a four-year college degree program, but most Tribal students spend the first year in remedial math, reading, and writing classes, and either become discouraged and leave school or deplete funds before finishing their degrees. While this project will be open to members of the Eight Northern Pueblos as well as any tribal or non-tribal residents in the Pojoaque Valley, the target audience will be the Pueblo of Pojoaque Tribal members from birth through the age of 17, among whom there was a 100% dropout rate in 2007, with no students graduating from high school.

The project will be administered by the Pueblo of Pojoaque Public Library. The library is located on an access road off NM 285 in a building that also houses the Boys and Girls Club with a limited enrollment and a large, modern Wellness Center, open to the public. When the library was established 10 years ago, it occupied a one-room space in the present Early Childhood Center. It moved to its present 2300 square foot location in 2001. The library seats 24 and houses 12,000 items including books, books on tape, videos, and DVDs. There are 3 newspaper and 12 periodical subscriptions. Book sections include adult and children's fiction and non-fiction, children's board and picture books, "Book Talk Recommendations," books for the College Bound, Graphic Novels, and a Books/Movies area where books, DVDs and videos with the same titles shelved together. The State Library funds online access to the Thomson Gale Infotrac databases as well as an Interlibrary Loan service. In February 2007 six new replacement public computers with Internet access were purchased through a Gates grant; an additional three computers previously were purchased with Tribal funds. Cataloging of the library collection was completed in summer of 2006, and automated checkout began in September of 2006. The hours are 9 am to 5:30 pm during the week and 10 am to 4 pm on Saturdays.

## PUEBLO OF POJOAQUE PUBLIC LIBRARY

The library employs one full time professional librarian who also serves as the Director and two full-time library assistants, one serving in circulation, the other in technical services, circulation, and clerical support, plus a custodial employee who also works circulation desk. A Children's Librarian Consultant is available on an as-needed basis. The Library Director reports to the Director of Education who in turn reports to the Lieutenant Governor of the Pueblo.

To assess community needs, meetings, surveys, and interviews were conducted with community stakeholders. The most frequent request from library patrons, stated both verbally and through a written survey conducted the first quarter of 2006, is for a pre-school program. The survey also indicated that there is a high interest among parents to learn more about the value of reading to children and about materials available in the library. The Director and tutors in the Pueblo of Pojoaque Education Department expressed needs for programming for pre-school children to improve their school readiness, to encourage school age children with incentive reading programs outside of school, and to involve parent/caregivers in the learning process. In addressing the high dropout rates of Tribal Members, the Education Department requested library programs that would develop pre-reading skills and instill an appreciation of reading at all age levels. The Director of the Pueblo of Pojoaque Early Childhood Center asked for outreach programs that would provide pre-literacy centered story times for children at her site as well as training workshops to develop pre-literacy skills for her staff.

Additional assessment interviews were conducted with a sample of community stakeholders. In every interview, the most highly desired component was training that either included families or provided separate training for parents, caregivers, and teachers. Chelamia Quintana, Librarian at the elementary school in Pojoaque, stated that she consistently observes children who are not familiar with books, how to treat them, and even how to use the library. Many children have parents or caregivers who have not read to them, and they do not have books available at home. Given a book, they simply do not know what to do with it. She stated that a program that would provide training in these skills and reach out to the parents would be an invaluable contribution to the success rate of the children when they reach school age. Rebecca Diaz, librarian at the Pojoaque Middle School, again emphasized the educational opportunities for parents. From experience, she said that many younger parent/caregivers are receptive to training or events that enable them as parents and that few opportunities for families to learn and participate together are available in this rural area. Don Christie of the Boys and Girls Club stated that he does not have the staff or facility to provide a reading program and would welcome the opportunity to schedule times in the summer for club members to come to the library for such a program, and he also encourages educational opportunities for the families. Peter Linsenmeyer, local teacher and parent of two pre-school children, stated that the key to early literacy is "getting the parents to read to their children." Krissa Lopez-Moya, tutor for the Pueblo after school program, indicated that a reading incentive program could bring new life to the present tutoring students who relate books only to school, and she would welcome a program that would encourage parents to be more involved with the learning process from an early age. Theresa Naranjo of the Santa Clara Community Library stated, "We are *always* interested in programming ideas for children. We especially would like to learn more about programs for babies and infants."

### *II. Project Goals, Required Resources, and Project Plan*

This project addresses identified community needs and upholds the Mission Statement of the Pueblo of Pojoaque Public Library that "Special emphasis is placed on supporting students at all academic levels and stimulating young children's interest in and appreciation of reading." It will implement three objectives over a two-year period: a) develop and present library and outreach programs emphasizing pre-literacy for pre-school children and their families, b) develop and implement reading incentive programs for school age children,

## PUEBLO OF POJOAQUE PUBLIC LIBRARY

and c) expand the library collection with materials that address pre-reading skills and promote pre-literacy support these needs. While supporting students at all academic levels and providing for traditional reading incentive programs, this project will focus on implementation of Every Child Ready to Read (ECRR) program developed by the Public Library Association (PLA) for pre-school children. The ECRR program was selected because it is well established with many support materials available online. It has been implemented in several libraries nationwide, with documented positive response from participants (see attachment: What Do Every Child Ready to Read Workshop Participants Say?). It is broad-based in that it includes training and educational materials for librarians and teachers as well as the parents and caregivers of pre-school children. From training at this workshop, library staff will develop and present one-hour ongoing mini-workshops to continue to explain why literacy is important and demonstrate how to prepare children from birth to be enthusiastic readers. By educating parents and families of young children, the workshops will help develop young people with pre-reading skills necessary to be successful in school and society. Also, with ECRR training, the library staff will have the background to prepare and present ongoing story times that label and demonstrate specific pre-reading skills to reinforce the importance of pre-literacy. The Pueblo of Pojoaque Public Library collection will be expanded to include program-appropriate materials, accessible by all members of the community.

*Objective A) Develop and present library and outreach programs emphasizing pre-literacy for pre-school children and their families*

All programs will be open to staff of local libraries, area day care personnel, teachers, seniors, potential volunteers, parents, caregivers, and staff from all the New Mexico Tribal Libraries. The workshops will be promoted through flyers at all local day care sites, local schools, tribal offices, and local business such as the Pojoaque Supermarket. Invitations also will be sent to the Tribal Libraries e-mail list. Positive response from three Tribal Libraries was received this spring in response to a general inquiry of interest. While there is an existing audience with current library patrons who are requesting programs, Tribal members who are not regular library patrons will be contacted through event postings in the weekly Tribal memos, distributed throughout the Pueblo as well as through announcements and distribution of brochures in Tribal Council meetings. The project is endorsed by the Governor of the Pueblo, and it will have his verbal and written support throughout the project to reach the target audience. The Tribal Liaison for this project will play a key role in suggesting members of the extended families to contact on an informal basis to encourage attendance and promote the program throughout the Tribe.

Activity 1: Two all-day workshops presented by trainers endorsed by the national Every Child Ready to Read program will provide in-depth explanations about literacy, the importance of reading to children, and definitions of necessary pre-reading skills for various ages. To ensure that a child will be able to read, the Public Library Association (PLA) has outlined six skills that need to be developed: 1) Print Motivation, 2) Letter Knowledge, 3) Vocabulary, 4) Narrative Skills, 5) Print Awareness, 6) Phonological Awareness. The extensive PLA website offers academic readings in early literacy, workshop scripts, handout materials, booklists, and a list of trainers who present all-day workshops. Unfortunately, these workshops, cornerstones for the Every Child Ready to Read program, are infrequently presented in New Mexico because of their expense. Through this project, the Pueblo of Pojoaque Public Library will host one workshop in Fall 2007, the other in Spring 2008, and will be open to all community members and staff of Tribal Libraries.

Outcome: 1) of the 50 people in attendance of the two workshops, 50% will indicate that their knowledge of pre-reading skills was significantly increased, and 2) 75% of the attendees say they would recommend the workshop to a parent/caregiver or teacher.

Form of evaluation: Post workshop survey with combination Likert-type scale and questionnaire