

## 1. INTRODUCTION AND STATEMENT OF NEED

**The Community:** The Sisseton-Wahpeton Oyate (people) of the Lake Traverse Reservation is in northeastern South Dakota and is home to 14,171 tribal members with 6,069 members living on reservation. Of the on-reservation population, 35% are under the age of 18, 58% are adults 18-64 and 7% are elders 65 and older. The Lake Traverse Reservation is considered to be a frontier community because it is sparsely populated with no major urban center. It spans four counties (Roberts, Marshall, Richland and Day) and crosses the border into North Dakota. The Tribe is the largest employer in the region, primarily in their three casinos but there are 375 tribal employees working for the Tribal government in Agency Village, SD. The Tribe is home to one preschool, Sisseton-Wahpeton Oyate Head Start; two schools, Enemy Swim Day School and Tiospa Zina Tribal School; and one college, Sisseton Wahpeton College (SWC).

**The College:** Sisseton Wahpeton College is an important part of a long history of education that has undergone many phases and changes since the Dakota people first contacted Europeans in the 17th century. Before America became a nation, Dakota people had a living tradition of sophisticated inquiry, contemplation, and lifelong learning. It is this knowledge that provides a unique resource and underpinning to the Sisseton Wahpeton College.

SWC's earliest beginning dates back to the summer of 1973, when the Sisseton Wahpeton Sioux Tribe opened an Adult Learning Center to provide tribal members with an opportunity to earn a GED. From this early effort, SWC evolved into an educational center and obtained affiliation agreements with mainstream universities and colleges in South Dakota and Minnesota, which allowed students to take courses at the center and receive credits from these institutions. During this period, SWC was able to make a major affiliate agreement with Dakota State University in Madison, South Dakota. SWC was then able to offer courses that were accredited through Dakota State University, giving SWC a tremendous boost to its credibility as an institution of higher education. By 1983, SWC was ready to approach NCA with a request for candidacy.

During its initial years, SWC was primarily focused in the area of vocational education. Even today vocational programs are an important aspect of the College, and its graduates have had a major impact on the economic development of the Lake Traverse Reservation. In the meantime, academic programs increasingly became a priority and SWC has responded to this need. The Sisseton Wahpeton Sioux Tribe, now called the Sisseton Wahpeton Oyate, granted the College a permanent lease on the original building, which includes 153 acres of land.

The physical growth of the College has been steady. In 2000, SWC received the materials for a log cabin which was a gift from the American Indian Higher Education Consortium (AIHEC). In 2002, a 12,000-foot classroom and office addition was added to the east side of the Main Building. This addition nearly doubled the instruction space available by adding three new classrooms, which included a large computer classroom. In the fall of 2005, the building, "Song to the Great Spirit," an octagonal vocational education building of 13,831 square feet and a height of 58 feet, began housing the vocational classes. This was an exciting event for the vocational program because classroom space had been limited and instructors were using the maintenance building for labs and finding classroom space wherever they could. In the fall of 2010, the Computer Systems Technology Department moved into the building, utilizing both office space and classrooms in the building. This structure has become an iconic symbol of the College, as it honors the culture, history, and traditions of the Dakota people.

## WOWAPI OPAHI OYANKE – SWC/SWO PUBLIC LIBRARY & ARCHIVES ENHANCEMENT GRANT

The SWC Omniciye Tipi (lodge where they gather) Auditorium was completed in the spring of 2010. This project was funded by a grant from the Department of Education and supplemented by HUD, USDA, and Department of Defense funds. Its first official business was the 28th annual graduation ceremony of the SWC class of 2010.

**The Library:** The grand opening of the new Sisseton Wahpeton College & Public Library was on June 15<sup>th</sup>, 2012. This 4,600 square foot building serves both the needs of the College and the surrounding community. Its beautiful brick mural is a pictorial representation of the SWC Logo, honoring the cultural history of the Dakota. The Archives within are dedicated to the preservation of the Dakota culture as they serve to be a research center for future generations of scholars.

The removal of the library from the Main Building provided the opportunity to redesign the space for other needs. The largest portion was remodeled to house the Bookstore, while the remainder was subdivided into office space, a small classroom, a meeting room used primarily by the Tribal Elders, and the College's first climate controlled Server Room. The location that formerly housed the small bookstore was remodeled to serve as a Student Computer Center.

Wowapi Opahe Oyanke (WOO) SWC/SWO Public Library & Archives opened June of 2012. The new library was constructed as part of the SWC campus expansion project. The building includes many innovative elements including a carved brick mural by artist Jay Tschetter on the face of the building. The mural is a culturally contextual depiction designed with the aid of local tribal elders.

Elements from the SWC logo that represent the core Dakota values were incorporated in the mural. An eagle, buffalo, graduation cap and book, along with a wolf's paw print are depicted. The eagle representing Wisdom (Wokape), buffalo representing Endurance (Wakis'akapi) and Fortitude (Wakisakapi), the graduation cap and book representing Intuition (Ecakensdonyapi) and Knowledge (Wosdonye) and the wolf's paw print representing Bravery (Wowaditake) and Courage (Waditaka), the young people represent today's SWC students and graduates the older couple and their village represent the traditional Dakota ways with SWC being the conduit by which today's students learn about their heritage and the skills to build their future.

The library's main function is to serve the college students and faculty as well as the community. The library has a current collection of approximately 7,000 books plus magazines and periodicals. Internet access is provided and one part-time librarian in addition to an archives and bookstore manager.

The library subscribes to online resources such as: JSTOR and Online Dakota Interactive Network (ODIN). ODIN Interlibrary loan offers access to a vast array of materials not available internally. The library's collection of Native American authors, topics, and culture, are of special note. The National Library of Medicine/National Institutes of Health assists in obtaining health related acquisitions including accessing materials by Native researchers. Children's books and videos are also available for the younger ages. Information on the library inventory is available to the community via Internet. The library is open Monday thru Friday 8:00 am to 4:30 pm.

Experienced librarian Mrs. Delphine Hagel has a BS in Elementary Education with a minor in Library Science. Mrs. Hagel's 25+ years of experience assists in supervision, scheduling, and training of library aides, interns and work-study students. She also prepares books for shelving and performs circulation desk duties. Like many retired school teachers, Mrs. Hagel continues working far beyond the scope she planned in terms of assisting the tribe with the library. Mrs. Hagel would like to retire (again) someday and has

graciously provided the WOO with her expertise. It is the college's intention to have Mrs. Hagel train someone from the community to replace her. Currently, the library employs Mrs. Hagel (part-time) and Ms. Deborah Anderson, the daughter of past revered president Dr. Eldon Lawrence. Ms. Anderson has been stationed in the Library to manage the bookstore and novelty items the library sells to community members and students, but also has had a good relationship with Mrs. Hagel to assist with librarian duties.

During the past year of the COVID19 pandemic, the library has been open periodically with physical spacing in mind. The library interns that are hired contingent on funding each academic year, were not hired because of the pandemic. In the fall semester of 2021, the college is planning to hire interns to extend the library's hours into the evenings and assist patrons with research, computer operation, and health resource information. The interns' work hours are weekly from September to April. In addition, the library occasionally has college work-study students assigned to assist with inventory and circulation desk duties.

The college is determined to assist in increasing Dakota language acquisition through youth, elder, and cultural community programming. Current programming at the college is maintained through a monthly library newsletter that includes new acquisitions, library events, and usage data that is distributed monthly to all tribal and BIA mailboxes, college population, Board of Regents, schools, service providers, and on the college web site. Technology resources include a smaller computer lab with Internet access designated for public use. The SWC Information Technology (IT) Department provides technical assistance. Electronic resources are limited due to funding constraints and include American Indian Experience, Environment Complete, and an online subscription to ODIN (through the South Dakota library consortium) in addition to online journals through the South Dakota Biomedical Research Infrastructure Network (SD BRIN). A printer, a copier, and fax machine is available for public use.

**Purpose:** The three major goals of this proposed project begin by providing the librarian with an apprentice or protégé. This guided transition will allow for the continuity necessary to ensure that the library is to provide the high-quality services needed by the college and the community far into the future. This will be accomplished by providing training about librarianship, provide staffing during non-traditional work hours, and help get hands-on training in research methodology. SWC will also support this individual with support to obtain a degree in the library sciences.

Secondly, the WOO will continue its campaign to increase library holdings as well as develop and implement family and community literacy programming. Thirdly, while the WOO enjoys the opportunity to provide entertainment opportunities through library activities for the community, we acknowledge this is a critical time to instill some of the Dakota Language and Culture into our patrons through partnership with the Dakota Iapi (language) program at SWC. The Dakota Iapi Voices of Our Ancestors (VOA) program at SWC has been highly successful and will expand its working with elders to youth by offering monthly programming that will cultivate the youth's interest in the language and culture of the Sisseton Wahpeton Oyate.

**Needs Assessments:** The Library staff and patrons are an influential voice in assessment and a reminder that Mrs. Hagel stepped into the position with the condition she was retired and that her position was to be temporary. SWC believes it is time to honor that wish and diligently look for a competent replacement for Mrs. Hagel. The WOO's capacity has yet to be reached. The drive to increase Dakota language and culture literacy through family fun nights that will utilized the Dakota Studies Department in their topic-based curriculum will begin in fall 2021. The importance of the culture and language goes without challenge in tribal communities, and the Lake Traverse Reservation is no exception. The WOO has yet to be completely utilized in exploring Dakota language and culture through family fun nights.

## 2. PROJECT GOALS AND EXPECTED RESULTS

Wowapi Opahe Oyanke – SWC/SWO Public Library & Archives Enhancement Grant will address three primary needs. The strategically designed project will be addressed in three main goals: 1) Increase capacity for sustainability and future growth of the library; 2) Cultivate and implement library programming services for the college and community, while improving how its effectiveness and growth is assessed; and 3) Leverage the VOA program for seeding, cultivation and harvesting of the Dakota Iapi (language) among the *wicoicaġe teca* (new generation) and *tiošpa* (families) of Lake Traverse Community.

The expected results of this grant, should it be funded, will start with

- a. A librarian in training that is familiar with the community needs and well versed in librarianship as a direct result of the mentor-protégé modeling. This will allow Mrs. Hagel to be able to retire, just as she has wanted to do since she began her part-time work at the library, confident in ongoing success of the WOO.
- b. Interns & the work-study students assigned to the library will be trained in the daily operations of a community library and enable its schedule beyond the normal 8:00 am to 4:30 pm to include evening and weekend hours.
- c. Implementation of cultural programming with family fun nights and related activities.
- d. The acquisition of new library materials and resources.
- e. Strengthen the evaluation tools to better assess the capabilities and effectiveness of the library, including its role in the revitalization of the Dakota language.

The following goals and objectives have been carefully planned to serve the library and community.

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### **Goal 1: The WOO will increase sustainability and capacity for the future growth of the library.**

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#### **Objective 1.1: Develop and implement a mentor/protégé plan for new librarian/experienced librarian**

##### **Expected Results**

- **Implementation of a mentor-protégé model to ensure an effective and seamless transition when Mrs. Hagel retires.**
- **The new librarian protégé will be in place at the end of year 1 of the IMLS grant cycle. Mrs. Hagel will continue to mentor through year 2**
- Utilize funding from IMLS grant to temporarily fund the librarian protégé through this two-year transition model.
- **Leverage funds from other sources to support the protégé to obtain a degree in the library sciences as he or she transitions to the permanent librarian.**

#### **Objective 1.2: Training and professional development for interns and work-study students**

##### **Expected Results**

- Interns and work-study students will receive training in research methods and literature search & review versed in research methodology, librarianship
  - **Skills of staff will be enhanced**
  - Staff will be versed in language of librarianship, research and policy
  - **Expansion of library hours to include weekend and night hours on a consistent basis.**
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### **Goal 2: Maintain library community programming services and improve assessment measurements on growth**

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#### **Objective 2.1: Enhance and promote community programming**

##### **Expected Results**

- **Programming at the WOO will be available, evaluated, and assessed for productivity.**
  - **Programs that are culturally enriching will be prioritized.**
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- Improve appreciation of reading through an outreach campaign, which will emphasis family literacy activities
- **Youth continue to be entertained through latent educational endeavors.**

**Objective 2.2: Increase current book holdings**

**Expected Results**

- ☞ **Acquisition of new books and materials to enhance current collections.**
- ☞ **WOO will monitor patronage and encourage community usage of our facilities and services, but will concentrate more so on quality of service.**
- ☞ Increased literature for research and development for community, staff, and academics
- ☞ **Collaborate with existing or new partners to increase access to online journals and similar resources.**
- ☞ **Evaluation of current use and value-added of digital library (Amazon, Overdrive, Barnes & Nobel)**

**Goal 3: Leverage the VOA program for seeding, cultivation and harvesting of the Dakota Iapi (language) among the *tecab hena* (new generation) and *tiospaye* (families) of Lake Traverse Community**

**Objective 3.1: Augment usage of the WOO space to begin bringing in elders to share traditional stories with the youth**

**Expected Results**

- ☞ **Encouraging cultural diversity exploration will increase community awareness of other world cultures, in addition to increasing knowledge of our own rich Dakota culture, language, and history.**
- ☞ Increase the knowledge of the Dakota Language and Culture
- ☞ **Increase fluency of Dakota Language and Culture starting with the youth, but not limited to this group**
- ☞ The WOO will contribute to more *talkers* in the community.
- ☞ **Partnering with the current successful VOA program will improve the services provided by the WOO and expand impact of this initiative further into the community.**

**3. PROJECT DESIGN AND REQUIRED RESOURCES**

<b>Goal</b>	<b>Resources</b>	<b>Timeline</b>
1. The WOO will increase capacity for the future growth of the library.	<ul style="list-style-type: none"> <li>☞ Human Resources</li> <li>☞ DIA</li> <li>☞ Research Methods Course</li> <li>☞ Library Team</li> </ul>	<ul style="list-style-type: none"> <li>Award Announcement</li> <li>Each Semester</li> <li>Every other semester</li> <li>Monthly meetings</li> </ul>

**Goal 1 Action Items:** The current bookstore manager, Deborah Anderson, has already expressed an interest in learning more about librarianship. Mrs. Hagel is happy to assist SWC in training her successor. If the grant is funded, the mentor/protégé experience will begin under careful oversight and with the assistance President of the SWC. A monthly report will be provided by Mrs. Hagel to assess the growth of the protégé. After one year, a decision will be made by the President and Mrs. Hagel on whether the protégé has progressed to a point where Mrs. Hagel can step-back to a consultant role.

At this point, the former protégé’s salary will begin to shift from the IMLS grant funding to be institutionalized by the college under the existing budget for the librarian. The remaining year will allow the former protégé time to activate her role as the librarian, with access to Mrs. Hagel for consultation. Mrs. Hagel will visit the library and the new librarian on a monthly basis to evaluate how the program is progressing. Mrs. Hagel will provide the President with a report of her findings after each consultation. The new librarian will be required to take a research methods course to learn the language of research. Grant writing and report writing training will also be

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provided to the new librarian. Evening and weekend hours will be addressed and implemented to ensure hours are available to the community.

Goal	Resources	Timeline
2. Maintain library community programming services and improve assessment measurements on growth	☞ New Librarian	Ongoing
	☞ Existing Librarian	1 <sup>st</sup> year, then consulting by semester
	☞ Library Interns & Work Study	
	☞ President	ongoing
	☞ Faculty & Parent Volunteers	monthly
	☞ Library holding acquisition	ongoing
	☞ Evaluation plan for current digital holdings	ongoing annually
	☞ Entrance exhibit	monthly

**Goal 2 Action Items:** The WOO & VOA Staff will design the community cultural and Dakota language program that will be enhanced and expanded, increasing academic success for children and parents, strengthening family interaction and family involvement, encouraging community ownership of the college/tribal library, and building families of Dakota speakers. Promotion of family fun nights that focuses on providing cultural and language activities and building family reading skills. Polling of community members through suggestion boxes, surveys, and electronic mailings on what book holdings are required or recommended for the WOO. Librarian(s) are always providing public relations trainings to ensure community and patrons are treated well on a consistent basis. The VOA program at SWC has already been very successful for developing a cadre of 2<sup>nd</sup> language Dakota speakers with high school and traditional aged college students. It is the objective of this goal to utilize two of the VOA’s 2<sup>nd</sup> language learners and fluent Dakota speaking elders to implement the VOA Topic-based curriculum and instruction methodology to families during FFN. *One example of a FFN would be for the families to develop a deeper understanding of Dakota kinship and its role in community life. Another example will be moccasin game in Dakota language.* Dakota language was learned by the Dakota people through daily activities, not attending a class three days a week as is with the Western education model. An indigenous way of learning and teaching is by engaging in activities and speaking the language the way it was prior to the European settlement on this continent. The SWC VOA Dakota Studies department has had much success in developing 2<sup>nd</sup> language Dakota speakers and will continue this effort with family fun night through the efforts of the IMLS Enhancement Grant.

Goal	Resources	Timeline
3. Leverage VOA to include a Dakota Language and Cultural Immersion Program (Family Fun Night)	☞ VOA Staff (advisory)	Monthly
	☞ Library staff	Ongoing
	☞ Advertisement	Ongoing
	☞ President	Periodically/ongoing
	☞ Elders & Learners	Ongoing

**Goal 3 Action Items:** Purchase e-readers and research potential e-book resources. The president will periodically evaluate and assess the programs within the WOO through focus groups and surveys. Analysis of surveys and focus groups (this is especially important for assessment and evaluation of new tools in the library) will be conducted and results disseminated to administration and library staff.

#### 4. EVALUATION METHODS AND DISSEMINATION

Evaluation and dissemination are two highly important topics for a library. Proper dissemination practices are critical to Native American communities. Past research and dissemination among tribal communities have not always been heroic or ethical. There can be sour taste lingering among tribal communities about research. It is vital the WOO include methods of proper usage of research and literature and make sure the community is aware of the how research, evaluation, and dissemination are, if used properly, can benefit all parties involved.

This new proposal has been developed based on assessments of need from the library, its community, and surrounding patronage.

**This evaluation plan will utilize 7 basic items that are highly important in an evaluation plan.**

1. The most basic category of assessment is a count of participants. The project also needs to track the demographics of the participants. How many patrons are completing the program(s)? Who are the patrons that are utilizing services?
2. The next category of assessment is referred to as Reaction and Satisfaction. Positive patron reactions can be an indication that participant learning styles and expectations are being addressed and that their social needs are met through a feeling of being respected and accepted. Are the patrons satisfied with the service provided? Do potential patrons feel the potential service meets their needs? Are patrons being treated adequately?
3. The third category is learning. Participant learning is used to help determine program effectiveness and participant success. This information is collected through reaction surveys, assessments, and completion reports: Are programming offerings effective to patrons (youth, elder, and family)?
4. The fourth category is organizational Cultural: In a tribal community library, the cultural needs of community members are vital and the one-on-one attention patron's get from this library is a clear measurement.
5. Application and Implementation: Community leaders will recognize if this library is effective by determining how well patrons are applying their new skills.
6. Impact: If patrons and staff are successful, a ripple effect will result. Are patrons continuing to access the programming and/or service?
7. Intangibles: Student stories, more confidence, results come from focus groups, surveys. Each successful student means greater success for the college and greater success for Native Americans.

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<b>Question</b>	<b>Data Collection Tools</b>	<b>Responsible Groups</b>	<b>Timeline / Event</b>
1. What contextual factors promote or impede WOO success?	<ul style="list-style-type: none"> <li>☞ Patron Surveys</li> <li>☞ Programming Evaluation</li> <li>☞ Staff Meetings</li> <li>☞ Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>WOO Staff/President</li> <li>External Evaluator</li> <li>WOO Staff/Library Team</li> <li>President</li> </ul>	<ul style="list-style-type: none"> <li>Each Semester</li> <li>Annually</li> <li>Monthly or Quarterly</li> <li>Annually</li> </ul>
2. How effective is the administrative structure of the WOO IMLS Enhancement project?	<ul style="list-style-type: none"> <li>☞ Advisory Meetings</li> <li>☞ Staff Meetings</li> <li>☞ Patron Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Consultant/Administration</li> <li>Library Team/Librarian</li> <li>President</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly or Semi-Annually</li> <li>Quarterly</li> <li>Annually</li> </ul>
3. How effectively does the WOO IMLS Enhancement project engage its partners?	<ul style="list-style-type: none"> <li>☞ Advisory Meetings</li> <li>☞ Staff Meetings</li> <li>☞ Patron Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Consultant/Administration</li> <li>Library Team/Librarian</li> <li>President</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly or Semi-Annually</li> <li>Quarterly</li> <li>Annually</li> </ul>
4. How well do WOO programs prepare patrons for the Dakota language & cultural fluency?	<ul style="list-style-type: none"> <li>☞ Pre and Post Test Assessments</li> <li>☞ Data recovery from Byki software</li> <li>☞ Self-efficacy survey</li> </ul>	<ul style="list-style-type: none"> <li>President</li> <li>Library Staff</li> <li>Evaluator/President</li> </ul>	<ul style="list-style-type: none"> <li>Each Semester</li> <li>Within 6 months of completion</li> <li>Each Semester</li> </ul>
5. How effective are the WOO strategies for improving literacy among its patrons and youth programming?	<ul style="list-style-type: none"> <li>☞ Pre and Post Test Assessments</li> <li>☞ Programming Completion Rates</li> <li>☞ Retention Rates</li> <li>☞ WOO Team Meetings</li> </ul>	<ul style="list-style-type: none"> <li>President/Liberian</li> <li>WOO Staff</li> <li>WOO Staff</li> <li>Library Team/Librarian</li> </ul>	<ul style="list-style-type: none"> <li>Each Semester</li> <li>Each Summer/After Program</li> <li>Each Summer/After Program</li> <li>Quarterly or Semi-Annually</li> </ul>
6. What is the impact of the WOO project on the community, the college, and the community schools?	<ul style="list-style-type: none"> <li>☞ Community Surveys</li> <li>☞ Patron Surveys</li> <li>☞ Focus Groups</li> <li>☞ School Surveys</li> <li>☞ School Fairs</li> </ul>	<ul style="list-style-type: none"> <li>Librarian and Staff with help from President and Evaluator</li> </ul>	<ul style="list-style-type: none"> <li>After year 1 &amp; 2</li> <li>Ongoing</li> <li>After year 1 &amp; 2</li> <li>Annually</li> </ul>
7. Does the WOO provide effective educational resources to the community?	<ul style="list-style-type: none"> <li>☞ Community surveys</li> <li>☞ Patron surveys</li> <li>☞ Suggestion boxes</li> </ul>	<ul style="list-style-type: none"> <li>President/Liberian</li> <li>WOO Staff</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
8. Can the WOO maintain service to the community without IMLS funding?	<ul style="list-style-type: none"> <li>☞ Financial reports</li> <li>☞ Tribal support (resolutions)</li> </ul>	<ul style="list-style-type: none"> <li>Tribal Finance</li> <li>Tribal Council</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

