



## Abstract

The Choctaw Nation of Oklahoma (CNO), a federally recognized Indian Tribe, is an extremely rural 10.5-county territory spanning 10,922 square miles in southeastern Oklahoma. The Choctaw Nation's tribal residential school is Jones Academy. Jones Academy was established in 1891 by the Choctaw Nation of Oklahoma and is located on a 540-acre campus in Oklahoma's Ouachita Mountain range, approximately five miles northeast of Hartshorne, Oklahoma. Students reside in two dormitory buildings, each divided into elementary and secondary wings. Students range in grades from 1<sup>st</sup> through 12<sup>th</sup>, with approximately 75 percent of students from rural areas and small towns in eastern Oklahoma.

Currently, Jones Academy is home to 140 students, representing 22 tribes from 8 different states. The library provides an important and critical gathering place for students of all ages to read, use computers, and learn. The library at Jones also serves as an important academic cornerstone for students and offers an engaging source for knowledge, tutoring, and other activities that cultivate inclusivity and create positive learning experiences. The library, with a story-telling room and an outdoor reading porch with a view of the wooded hillside, is an environment where students of all ages enjoy learning and exploring new ideas.

The Jones Academy Library needs a fulltime librarian to better serve its students' needs. Technology within the Library is also in need of an update to resolve curriculum compatibility issues and provide students with the most engaging digital platforms for learning. With the Native American Library Enhancement Services Grant Jones Academy will hire a fulltime librarian to assist students both during and after school hours as well as update the Library's technology to accommodate an ever-expanding digital learning arena. State of the art Smartboards will be incorporated as well as tablets for students to engage in learning after classroom hours. Implementation of this project will take one year but the impact will last for many more. Jones Academy will show an increase in students' understanding, interest, and confidence in using these new library resources. This project aligns with the IMLS goal of Educational Programming and promoting life-long learning among Jones Academy students for years to come.



## **Statement of Need**

Jones Academy is Choctaw Nation’s tribal residential school, originally established when Oklahoma was still Indian Territory. Since its founding in 1891, “Jones” has always been a residential learning center, though its programs have changed considerably over the years. Central to Jones’ mission is the creation of a model or ideal learning community within the larger geographic and social environment of Choctaw and other Native American youth.

Known as a peripheral dormitory school, Jones Academy students are part of the Hartshorne School District. Jones is located five miles northeast of Hartshorne, Oklahoma, nestled among 540 acres of rolling pasture and trees at the foot of the San Bois Mountain range in southeastern Oklahoma. Jones’s students come from as many as 29 different American Indian tribes; however, Choctaw and Muscogee (Creek) tribes comprise the majority of the student population. Many Jones students come from lower socioeconomic areas, single-parent families, and highly-challenging home environments.

Jones Academy provides academic and residential services to an average of 170 students annually. Its emphasis is on transforming the learning experience through effort and design to produce a special setting where students are provided the care, attention, resources, and success-oriented experiences that promote their development into independent, self-directed successful adults.

The campus has modern dormitory buildings for both boys and girls divided into elementary and secondary wings. The Academy encompasses over 40,000



sq. ft. and provides students the basic amenities of a home environment. The cafeteria offers home-cooked, nutritional meals, and students have access to a counseling center, museum, air-conditioned gym with full basketball court, weight room, and an elementary academic facility for the Jones elementary students. The dormitory program is designed to aid students in developing habits and routines necessary for successful living.

The Jones Academy Library provides an important and critical gathering place for students to read, use computers, and learn about people, both those like themselves and those from diverse cultures and societies throughout the world. Additionally, the Jones Library also serves as an important academic cornerstone for students, offering an engaging source for knowledge, tutoring, and other activities that cultivate inclusivity and create positive learning experiences. The library, with a story-telling room and an outdoor reading porch looking over a wooded hillside, is Jones students of all ages can enjoy learning and exploring new ideas.

Due to the challenges of family support for Jones’s students, (e.g., distance from home location to school, and socioeconomic challenges for these families), the staff make every effort to



provide students with experiences and advantages to fully equip them for the future. Additionally, 20% of the school's enrollment requires Individualized Education Program (IEP) support. Advancing literacy has been identified as an area focus within the facility. Given such challenges, the Project Director, Joy Tribbey, worked with the leadership of Jones Academy and other school officials to determine specific needs the library could meet. Voiced was both the need for a full-time librarian and advanced equipment to implement two identified elementary reading programs -- Reading Plus and Voyager.

Android Samsung tablets were previously donated to Jones, but are not compatible with the recommended reading programs. Apple iPads would need to be purchased, along with Promethean Smart Boards. These would allow the leverage of many new digital learning resources available today. Beyond the portability and accessibility from different locations, expanding the reach of the library beyond its walls, these pieces of technology will provide an interactive platform upon which the library and school can build to adapt and incorporate future advanced reading programs.

Financial assistance is also needed to support Jones Academy's librarian who serves a critical



role in leading children to develop good reading habits and a lifelong love of learning. For the last few years, only a part-time contract librarian has been possible, supported by the IMLS Native American Library Services Basic Grant Program. Addressing these primary literary needs will foster education, inspire good reading habits, expand services for learning and access to

information and educational resources, and broaden Jones Academy students' view of the world and its people.

### **Project Design**

Overall the strategy set forth in this proposal is to enhance the programs and services offered by the Library within Choctaw Nation's tribal residential school, Jones Academy, to further its mission to equip students with skills needed for successful futures. The goals and objectives below form the proposed work plan for the project.

#### **Project Category: Educational Programming**

**Goal 1:** Ensure Jones Academy's technology can support implemented and ongoing reading programs such as Voyager and Reading Plus, as well as new programs to come. These programs



are at the heart of Library goals of promoting lifelong learning, but also encourage interaction in a digital arena.

Objectives:

- Provide access to online resources and reading programs that allow reading to become fun and interactive in the library setting and beyond.
- Instill the joy of learning early in youth by engaging with a digital platform during library and classroom hours.

Activities Required to Implement the Project: (1) Thoroughly examine the collection of eBooks and online subscriptions to determine specific areas of need, such as subject matter, relevant topics, specific genre, etc.; (2) purchase iPads and Smart Boards that will be compatible with current reading programs as well as future projects that promote reading and lifelong learning; (3) promote the resources of the library to students so they are aware of what the library has to offer; (4) hold weekly library visits to ensure students can access and use the new technology effectively and efficiently; (5) provide library surveys before and after implementation to gauge students' knowledge regarding library resources and reading programs as well as engagement and interest level of students.

Goal 2: Create a Jones Academy reading club to include: a mentoring program, engagement events, and educational outings.

Objectives:

- Develop impactful mentor reading program.
- Increase library and reading engagement through guest reader/speaker events.

Activities Required to Implement the Project: (1) Specify guidelines for program implementation involving older mentor students to engage, read to, and read with elementary age students; (2) Invite guest readers and speakers to interact and interest Reading Club students in a variety of reading subjects; (3) Promote the program and provide tracking of time spent by students together in program activities; and (4) Create innovative fun methods to reward and incentivize Reading Club participation.

Goal 3: Change the perception of the library among the Jones elementary student population and local school personnel from a “required” component of education to an engaging location at which to find answers to questions of personal interest.

Objectives:



- Use full-time librarian position to provide consistent, inviting presence to encourage students to seek answers to questions of importance to them and foster early digital literacy.
- Building any improvements, monthly library “themes” and/or programs from stakeholder input to garner support and enthusiasm for library projects.

Activities Required to Implement the Project: (1) Hire full-time librarian; (2) Professional librarian provides consistent student reading and online research encouragement to foster early digital literacy and knowledge-seeking technical skill; (3) Supply comment cards and invite students to share honest feedback on library services and new programs; (4) Provide multiple student, teacher, and leadership surveys/questionnaires evaluating specific aspects of each event, program, or new resource; and (5) Hold focus group event of older students who can share what they enjoyed most when library previously had a full-time librarian.

### **Impact**

The Choctaw Nation of Oklahoma, through the library of its tribal residential learning facility, Jones Academy, expects to achieve a broad impact on its diverse Native American student population by adding programs to promote lifelong learning and increased satisfaction with the library facility. The proposed enhancements would encourage exploration, analysis, and questioning; and thus, cultivate an attitude of discovery, critical thinking, and creativity.

Many students begin at Jones slightly behind in their academic career. Some have never stepped foot in a classroom until they begin attendance at the residential school in the first grade. Even though the facility is a small, rural school, leadership feels it is important for students to be comfortable with using technology for educational purposes. So often technology seems to be perceived by upcoming generations as simply a source for entertainment. The library, particularly, strives to provide a dynamic learning environment and support inquiry-based methods of learning. Staff fully embrace teaching beyond the classroom and want students to gain any necessary life skills required for future employment and success.

The goals, results, and expected outcomes for the project are outlined below, along with the measures that will be used to track achievement of the goals.

Goal 1: Ensure Jones Academy’s technology can support implemented and ongoing reading programs such as Voyager and Reading Plus, as well as new programs to come. These programs are at the heart of Library goals of promoting lifelong learning, but also encourage interaction in a digital arena.

### **Expected Results:**

- Master plan creation for: digital compatibility between interactive devices, bandwidth capacity to deploy multiple technologies as a student group, and rollout/implementation timeline.



- Students should experience increased one-on-one time with technology and over time build confidence in their digital and literacy skills.

Expected Outcomes: A platform will be created, in a manner upon which it can be expanded, to support students’ literacy initiatives. It is also expected that students will show modest increases in standardized reading scores and raised levels of digital understanding and confidence, as demonstrated through pre- and post-testing within the project period of the grant.

Goal 2: Create a Jones Academy reading club to include: a mentoring program between elementary and high school students, engagement events, and educational outings.

Expected Results:

- Elementary students and mentors will have increased time spent in reading activities.
- Students will show improved attitudes toward reading goals.
- Attendance for Jones Reading Club events will increase over the project period.

Expected Outcomes: Students participating in reading club activities should achieve improved scores on standardized reading tests. Student interest and engagement with the Jones Library should also increase.

Goal 3: To change the perception of the library among the Jones Academy Elementary student population and local school personnel from a “required” component of education to an engaging location at which to find answers to questions of personal interest.

Expected Results:

- Students will describe their library in terms of a trusted source of information.
- Full-time librarian’s activities should drive renewed interest and pride in library facility.
- Survey results from multiple stakeholder groups should be valuable source of information for decisions.

Expected Outcomes: (1) Increased interest in library and to change perception of it as “needed” and “valued” by the students; (2) Students develop a greater sense of pride in school and self; (3) Stakeholder information can be used to tailor future library initiatives and improvements.





With the student population constantly increasing, the benefits of providing a nurturing, activity-filled environment will be realized through each student and faculty members each day.

The Choctaw Nation takes great pride in Jones Academy, from its beautiful rural

setting to the success stories of so many young American Indians that were educated here. We foresee many future local, tribal, and national leaders produced by this school. We hope that you will join us in paving a way for the future of our children.

By utilizing the Librarian and additional technologies compatible with trusted reading programs, Jones Academy expects to enhance its library's services and achieve outcomes that increase students' understanding of how they can use the library and its resources to their fullest potential. Creating a stronger digital presence in the Jones Library will increase student interest, broaden horizons of students and instructors alike, and ease access for multiple explorations of online resources and information. On-going measures of project activities will ensure that IMLS funds are spent to support the goals of the program.

### **Communications Plan**

Joy Tribbey will be overseeing the Project. She has grant-related experience dating back to 2001. Ms. Tribbey holds an Associates of Arts in General Studies, a Bachelor of Science in Organizational Leadership, and is pursuing her Master's in Education in Curriculum and Instruction from Southeastern Oklahoma State University. She is also a member of the NASA Native American Workgroup and the American Indian Institute Advisory Council at the University of Oklahoma.

Ms. Tribbey often presents at tribal educational events and would share best practices developed through the library enhancement project with other tribal educational and tribal librarians stakeholders. The ideas, plans and strategies put forth in this plan will be shared with other tribes in an effort to encourage literacy-based programs within their respective tribes.



Jones Academy Librarian will, throughout the life of the project, encourage feedback from students, teachers, and administrators. Not only through the comment card/suggestion box method, but also through anonymous small surveys distributed via Survey Monkey. A focus group of students in attendance at Jones Academy when it previously had a full-time librarian will also be held to understand what differences have been observed since the school had to move to a small part-time librarian contract. Ideas for improved services will also be sought during the focus group sessions.

The Librarian will be responsible for providing various methods of results dissemination to all stakeholder populations involved in the project, but particularly to the focus-group and younger student populations. This position will be the spokesperson and face of the Jones library. If additional avenues exist to share model programs or lessons learned during the course of the project, the librarian will be responsible for writing or preparing such information for distribution.

### **Sustainability**

Jones is currently “home” to 170 students, representing tribes from 8 states, and will persist in the tradition of serving and educating Native American children. The campus and programs of Jones Academy continue to grow and will likely serve significantly more students in the near future. Implementing digital platforms and technology now, with the compatibility and capacity to adapt over time, will greatly enhance the Jones Academy Library’s ability to provide needed literary programs to its student body. Even with stretched school budgets, small software programs can be added to keep reading initiatives fresh and engaging for the students.







Near the end of the project, proposals can be created and brought forward through internal tribal processes demonstrating the importance of maintaining full-time librarian services. Data garnered from the Reading Club program, attendance records, stakeholder surveys, standardized testing, and student focus groups should provide ample supportive evidence indicating the need for continuity of services. Additionally, data examining the impact and perception of the library itself among various student populations should deliver an innovative and compelling case to decision makers, as they examine what tools are necessary for our students to further lifetimes of reading and learning, while developing to their full potential.

## Schedule of Completion

September 1, 2019 – August 31, 2020

Activity	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Purchase Apple iPads and Promethean smart boards	→											
Advertise for a full-time Librarian	→											
Survey students before program is implemented to gauge knowledge of library resources and reading programs, as well as engagement and interest			→									
Create a digital compatibility master plan and rollout/implementation timeline				→								
Hold Focus group event of students and teachers who can share what they enjoyed most when library previously had a full-time librarian			→									
Promote/educate students about the library resources available to them	→											
Hold weekly library visits to ensure students can access and use the new technology effectively and efficiently	→											
Hire a full-time librarian				→								
Examine the E-book collection and current online subscriptions to determine					→							
Specify guidelines for reading club program implementation				→								
Promote the mentorship program to encourage older students to join					→							
Provide tracking of time spent by students together in program activities					→						→	
Create innovative fun methods to reward and incentivize Reading Club participation								→				
Provide multiple student, teacher, and leadership surveys/questionnaires evaluating specific aspects of each event, program or new resource			→				→					→
End of year 1 student survey to gauge knowledge of library resources and reading programs, as well as engagement and interest								→				

## Schedule of Completion

September 1, 2020 – August 31, 2021

Activity	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Year 2 student survey to gauge knowledge of library resources and reading programs, as well as engagement and interest	→											
Supply comment cards and invite students to share honest feedback on Library services and new programs	→											
Reading Club Activities	→											
Promote the mentorship program to encourage older students to join	→											
Provide tracking of time spent by students together in program activities	→											
Create innovative fun methods to reward and incentivize Reading Club participation				→								
Provide multiple student, teacher, and leadership surveys/questionnaires evaluating specific aspects of each event, program or new resource			→				→				→	
Program end student survey to gauge knowledge of library resources and reading programs, as well as engagement and interest								→				
Draft Proposals to bring forward through internal tribal processes demonstrating the importance of maintaining full-time librarian services										→		



## 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?