

Grand Traverse Band of Ottawa and Chippewa Indians
IMLS Native American Library Services Enhancement Grant

Abstract

The purpose of the Enhancement Grant project is to work towards the goal of expanding the core library services at the GTB Heritage Library in the areas of education through educational community programming and collection development for zero through five years old. This will be accomplished by having a section of the library designated as a maker space and updating the Library collection for zero through five years old.

Project Goal: For the next 2 years expand GTB Heritage library hours for the community at the main campus and at the satellite offices (Little Libraries) while providing a maker space and maker space kits for educational programming and increasing literacy/storytelling opportunities for zero to five-years old.

Year 1 Objective 1: Enhance the GTB Heritage Library's core library services by employing a full-time librarian, enhancing the current collection, and providing community programs.

Activity 1.1: Employ/retain full-time Librarian to purchase supplies, catalog books, attend library training, and plan events for the library. Activity 1.2: Create a storytelling educational series for parents of children age zero through five years old. Activity 1.3: Delivery the storytelling series to the main campus and satellite locations Activity 1.4: Develop surveys for patrons and provide programming according to interests and resource availability. Activity 1.5: Attend professional development training and share new skills and ideas.

Objective 2: Develop a section of the library for Makerspace and create rotating makerspace kits for the satellite offices (MS Kits) Activity 2.1: Develop a quarterly themed schedule of educational programming and provide assistance to families who participate. Activity 2.2: Develop surveys for patrons and provide programming according to interests and resource availability. Activity 2.3: Promote library programming in the GTB Newsletter, GTB Health fair, GTB Pow-Wow, and at each satellite office.

Year 2 Objective 1: Enhance the GTB Heritage Library's core library services by employing a full-time librarian, enhancing the current collection, and providing community programs.

Activity 1.1: Employ/retain full-time Librarian to purchase supplies, catalog books, attend library training, and plan events for the library. Activity 1.2: Create a storytelling educational series for parents of children age zero through five years old. Activity 1.3: Delivery the storytelling series to the main campus and satellite locations Activity 1.4: Develop surveys for patrons and provide programming according to interests and resource availability. Activity 1.5: Attend professional development training and share new skills and ideas.

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The expected outcome of the maker space will be all youths will be able to have space for educational programming with using art and to implement cultural component. The cultural component will include a drawing, painting, sewing, felting and any other activity the youth would like to do. This will create a time and place where their families can support their child/ren educational performance in a low stake environment where there is time for exploration and celebration using art.

The expected outcome of having storytelling for zero through five years is to provide books and a space where the librarian or parent/caretaker can read to their child/ren where the family can be comfortable. The purpose to build the child/ren self-confidence, build vocabulary, improve their understanding when they listen, develop their mind and imagination, and create a strong family which is vital as the child/ren start to read.

NARRATIVE

•Briefly describe your community

The Grand Traverse Band of Ottawa and Chippewa Indians (GTB, Grand Traverse Band) became restored as a federally recognized Indian tribe on May 27, 1980 and achieved self-governance status on October 1, 1992. The Grand Traverse Band has a six-county service area located in rural northwest Lower Michigan, which includes Antrim, Benzie, Charlevoix, Grand Traverse, Leelanau, and Manistee Counties. The administrative offices are in Peshawbestown which falls within Leelanau County, with satellite offices located in Benzie, Charlevoix, and Grand Traverse Counties. All counties in the GTB Service Area are designated as rural by U.S. Department of Agriculture. A map of the service area is attached.

The current dropout rate for GTB tribal students is 50%. Based on the newest reports, Native American students in the service area public schools, such as Benzie Central Schools, Charlevoix-Emmet Public Schools, Elk Rapids Schools, Suttons Bay Public Schools, and Traverse City Area Public Schools, are much more likely to drop out of high school than their non-Native peers. ¹ The GTB Kitchi Minogining Tribal School is non-public and addresses the educational needs of tribal students so they may graduate.

The target audience of this project will be the GTB youths, community members and others. Below is a snapshot of our Tribal community in the six-county service area by county from 0 – 18 years:

Ages 0 - 18											
Antrim		Benzie		Charlevoix		Grand Traverse		Leelanau		Manistee	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
6	12	11	8	24	24	83	76	105	116	1	1
	18		19		48		159		221		2
	3.85%		4.07%		10.28%		34.05%		47.32%		0.43%

The GTB Heritage Library is located at Peshawbestown in Leelanau county. Extension GTB Heritage Library services is provided through the little library and educational programming at three of the sites: Charlevoix, Benzie, Traverse City:

Antrim		Benzie		Charlevoix		Grand Traverse		Leelanau		Manistee	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
35	49	74	72	97	95	351	378	362	353	13	15
	84		146		192		729		715		28
	4.44%		7.71%		10.14%		38.49%		37.75%		1.48%

The table above shows our Tribal population highest number are in Leelanau at 715 and Grand Traverse at 729 counties. Peshawbestown, GTB main reservation, is in Leelanau county. The nearest school by Peshawbestown is Sutton Bay School (SBS) that is 3.5 miles away. The number of GTB students and Native Americans from kindergarten through twelfth grade attending SBS is 149 representing 36% at SBS per the SBS Title 6 coordinator: 46% are in kindergarten through fifth grade and 30% in sixth through twelfth grade. The SBS Title 6 coordinator shared Native American students in grades sixth through twelfth is 95% at risk and 66% non-natives. In addition, Native American preschools students through fifth grade is 95% at risk and 70% non-natives. Art Club has shown the participation rate is 21% from sixth through twelfth grade that is the highest of extra-curricular activities to enhance their school performance per the SBS Title 6 coordinator. Further, the SBS library is for kindergarten through fifth grade only. There is no library for SBS students from sixth through twelfth grade. Sutton Bay town does have a library that is 3.25 miles from Peshawbestown. The

¹ MI School Data website:
<https://www.mischooldata.org/DistrictSchoolProfiles/StudentInformation/GraduationDropoutRate2.aspx>

distance places challenges for transportation to the library. This demonstrates there is a need for a medium of a maker space for creativity with art and sewing.

With the high risk of GTB students and Native Americans, the GTB Heritage Library would like to propose a maker space for the students with cultural educational programming with art, how to make a cold snack and sewing. The maker space will be extended to other GTB sites by being mobile. The maker space would also be used by other community members and others. Ongoing assessments will be given for activity for the maker space by using surveys from the students and community.

In addition, Traverse Bay Area Intermediate School District (TBAISD) that covers schools in the following counties Leelanau, Benzie, Grand Traverse and Antrim, display the following of their student population with English Language Arts (ELA) into five basic categories (i.e., reading, writing, speaking, listening and viewing):

Year	# 3 rd Grade All Students	#3 rd Grade All Students % Proficient	#3 rd Grade Students Native American % Proficient
2015-2016	1586	52.9%	48.5%
2016-2017	1618	48.4%	35.3%
2017-2018	1532	52.6%	≤ 20%
Reference: MI School Data (www.mischooldata.org)			

The percentage of ELA proficiently is decreasing for Native American in 3rd grade from 48.5% in 2015/2016 to ≤ 20% in 2017/2018 school years unable to meet their curriculum within at school. This is likely due to the new Michigan new ELA and reading standards. This demonstrates there is a need for early reading from zero through five years. The GTB Heritage Library would like to propose a program to read 1000 books before kindergarten. Ongoing assessments will be given for 1000 books to purchase by survey to parents or caretaker. The 1000 books for kindergarten will be extended to other sites.

By advancing the library with a makerspace and a rotation of maker kits the library will be expanding its facilitation approach and curriculum development. This project will also support the Grand Traverse Band Tribal Council's goal to preserve Tribal traditions by educating and communicating the rich history of the Grand Traverse Band. The Tribal Council Resolution and Motion which demonstrates their support is attached.

•Describe the current role of the library in the community and the services it provides

The GTB Heritage Library's mission is to provide a quality atmosphere that supports the interests of the community with audio, visual, and printed materials, technology and programming in a welcoming and respectful way to generate an interest in exploring new subjects and an enjoyment in learning and reading. This is the guiding force in determining the services it will provide to the community members. The Project Goal will be to update the GTB Heritage Library's infrastructure and to expand the core library services in the areas of education programming and collection development. The GTB Heritage Library serves the community at large and the GTB Kitchi Minogining Tribal School (Tribal School).

The Library staffing currently consists of the Kitchi Minogining Teacher's hours that coincide with the Library's hours of operation; the teachers ensure that the Library is accessible to the community. The Teacher and Indian Education/Program Director are the main individuals responsible for managing the Library. Other support staff for the Library includes the Education Department Manager. We currently have a librarian position who has organized the library collection of books and cataloging using web base software. In addition, providing community educational programming and little library services. Library hours of operation are currently 10 am to 6pm, Monday through Friday. The Project will address the accessibility of the Library for the community outside these hours of operation. The Library is also used as a meeting room for the community for Sutton Bay Schools Title VI meetings and Anishinaabemowin classes. Community programming has been offered at our Library and three satellite offices. Though numbers are currently low in participation with community educational programming, GTB Heritage Library would like to implement a trending facilitation approach with a maker space and 1000 books to read for zero through five years old.

•Describe the purpose of the proposed Enhancement Grant project as it relates to a specific need that you have identified

The purpose of the Enhancement Grant project is to work towards the goal of expanding the core library services at the GTB Heritage Library in the areas of education through educational community programming and collection development for zero through five years old. This will be accomplished by having a section of the library designated as a maker space and updating the Library collection for zero through five years old. The community educational programming will include programming for youths and adults at large, and GTB members. It is imperative to include the youth families to foster intergenerational learning as a traditional practice. Eventually the families will bring their children to the GTB Heritage library as a family tradition for lifelong learning.

Overall, the Library will open the door to literacy and more educational opportunities through programming to help develop potential in children and adults as well as promote family cohesiveness through the activities. A program will be held once a week at the main site, the Heritage Library, with the maker space open during the regular hours and once a month at the satellite office sites. Additional hours of programming will be offered if requested by youth and community using the Teachers and/or Librarian. For example, week one, Benzie Site, week two, Charlevoix Site, and week three, Traverse City Site. Although we are unable to provide services in each of our 6-county services areas due to lack of satellite offices in those counties, by providing outreach to the 3 satellite offices we will be able to reach more of our members to form a more inclusive community.

•Describe the type and results of the assessment

An assessment was conducted with a survey that was posted in the December 2012 GTB Newsletter. It was also sent through global email to the GTB government and gaming employees. The following results will be used as baseline data:

1. The top three materials expected at the library are Cultural and Arts, Educational, and Material for Children.
2. The top three reasons why they don't use the library are 1) they use a different library, 2) the hours are inconvenient, and 3) they have their own computer.
3. The majority would like to see a FT Librarian (65%).
4. The majority requested Culture and Art Information (92%).
5. The majority would use the library more frequently if it had a website or online accessibility (97%).

The community members who are frequent patrons of the library are families and individuals who work for GTB entities. Other patrons that utilize the library stop by and informally share their library needs with the teacher and/or education staff. A combination of these survey results and others feedback on needs assisted

with the direction of this Project towards its goals and objectives. An assessment through solicited patron comments will be one of the tasks of the Librarian. With this assessment the library staff can determine what the patrons want and identify the gaps in service. An evaluation of the programming will also be completed after the conclusion of each event to determine its overall success. The results will continue to be utilized as a baseline progression for building services, materials, and various programming the library offers.

Continued employment of a full time Librarian, developing a makerspace for educational programming and increasing literacy opportunities for zero to five years old is the best solution for families to build their cultural/traditional knowledge and love of reading.

This project is not a research proposal.

Project Design

Describe the proposed project's work plan

By advancing the library with a makerspace and a rotation of maker kits the library will be expanding its facilitation approach and curriculum development on cultural arts. This project will also support the GTB Tribal Council's goal to preserve Tribal traditions by educating and communicating the rich history of the Grand Traverse Band.

GOAL: *The overarching goal of the project is to address the Grand Traverse Band Heritage Library mission statement to assist and promote lifelong learning.*

Project Goal: For the next 2 years expand GTB Heritage library hours for the community at the main campus and at the satellite offices (Little Libraries) while providing a maker space and maker space kits for educational programming and increasing literacy/storytelling opportunities for zero to five-years old.

Year 1

Objective 1: Enhance the GTB Heritage Library's core library services by employing a full-time librarian, enhancing the current collection, and providing community programs.

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Activity 1.2: Create a storytelling educational series for parents of children age zero through five years old.

Activity 1.3: Delivery the storytelling series to the main campus and satellite locations

Activity 1.4: Develop surveys for patrons and provide programming according to interests and resource availability.

Activity 1.5: Attend professional development training and share new skills and ideas.

Objective 2: Develop a section of the library for Makerspace and create rotating makerspace kits for the satellite offices (MS Kits)

Activity 2.1: Develop a quarterly themed schedule of educational programming and provide assistance to families who participate.

Activity 2.2: Develop surveys for patrons and provide programming according to interests and resource availability.

Activity 2.3: Promote library programming in the GTB Newsletter, GTB Health fair, GTB Pow-Wow, and at each satellite office.

Project Goal: For the next 2 years expand GTB Heritage library hours for the community at the main campus and at the satellite offices (Little Libraries) while providing a maker space and maker space kits for educational programming and increasing literacy/storytelling opportunities for zero to five-years old.

Year 2

Objective 1: Enhance the GTB Heritage Library's core library services by employing a full-time librarian, enhancing the current collection, and providing community programs.

Activity 1.1: Employ/retain full-time Librarian to purchase supplies, catalog books, attend library training, and plan events for the library.

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Activity 2.2: Develop surveys for patrons and provide programming according to interests and resource availability.

Activity 2.3: Promote library programming in the GTB Newsletter, GTB Health fair, GTB Pow-Wow, and at each satellite office.

•Information about the roles and commitments of partnering organizations, if applicable

Project Staff Roles: Melissa Alberts, Indian Education/Program Director, will serve as Project Director. Five percent (5%) of her time, over the 24-month duration of the project, will be allocated to this project as an in-kind resource. She will be responsible for grant management reporting and oversight of the IMLS Native American Enhancement grant project. Ms. Albert's resume is attached to this application. Dawn Shenoskey, Department Manager, will serve as Project Supervisor. Two and a half percent (2.5%) of her time, over the 24-month duration of the project, will be allocated to this project as an in-kind resource. She will be responsible for supervising the Librarian in the implementation of Project activities. Mrs. Shenoskey's resume is attached to this application. Kelli Barton, Kitchi Minogining Teacher, will serve as support staff for the GTB Heritage Library. Ten percent (10%) of her time is dedicated to maintaining daily open hours for the GTB Heritage Library and Kitchi Minogining School in Peshawbestown, and her time will be allocated to this project as an in-kind resource. Ms. Barton's resume is attached to this application. Librarian, Francis Carew will execute the Project. One hundred percent (100%) of the time, over the 24-month duration, will be allocated to the Project. This position will serve as Librarian under the supervision of the Project Supervisor. The Librarian will work (40) hours per week. The Librarian will be responsible for the following duties: organize, catalogue, track library materials, equipment and facilities for effective use and circulation and implement educational programs. The Librarian's job description is attached to this application as Supportingdoc1.

A full time librarian will benefit our community by providing their expertise related to library software and inputting our collections in correctly, updating the collections at the main site, the Heritage Library, soliciting information from patrons about what type of programming they would like to see, developing and

implementing programs for children and adults, and evaluating the programs after they are completed. The current library hours will also be expanded to include early evening and Saturday hours.

Rationale for using any procedures that deviate from accepted practice and explanation of whether the results would be compatible with other resources that follow existing standards

The Library will promote and provide community programs, such as, monthly community events and interest groups during the expanded Library hours and at the satellite locations. As the GTB service area includes six counties, covering approximately 2,565 square miles, the need to conduct outreach to the outlying counties is essential in providing a valuable connection using community events and interest groups as well as through the use of technological connections.

Library events will be promoted in the monthly GTB Newsletter and by creating a Facebook page. A Library Booth will be present at the Annual GTB Health Fair and Annual GTB Pow-Wow to disseminate information and to highlight upcoming events.

Impact

•Describe the goals that will be established to guide your project to completion

To have GTB Heritage library open for the community with educational programming with a maker space and programming for zero through five years with storytelling. The goal has two pieces with a maker space and storytelling. The main makerspace will have themes for each month implementing cultural activities for k-5th graders, 6th – 8th graders, 9th through adulthood and families.

•Project results

The expected outcome of the maker space will be all youths will be able to have space for educational programming with using art and to implement cultural component. The cultural component will include a drawing, painting, sewing, felting and any other activity the youth would like to do. This will create a time and place where their families can support their child/ren educational performance in a low stake environment where there is time for exploration and celebration using art.

The expected outcome of having storytelling for zero through five years is to provide books and a space where the librarian or parent/caretaker can read to their child/ren where the family can be comfortable. The purpose to build the child/ren self-confidence, build vocabulary, improve their understanding when they listen, develop their mind and imagination, and create a strong family which is vital as the child/ren start to read.

This will create community involvement in their lifelong learning and build relationships. Each community program or activity will be evaluated by the librarian and comments will be solicited from the patrons that attend to determine what they thought of the activity or program compared to the librarian's observation. This will help determine if that activity or program should be continued. The Library serves not only the GTB community members, but all other non-native members of the community. The community activities of the Project will ensure that all residential community members will be notified of upcoming activities to participate in and will solicit any suggestions for hours that are convenient. Promotion of the Project will bring awareness of the Library activities and generate interest in participation. The Heritage Library Project Director and Librarian will evaluate the Library enhancement project to ascertain the progress toward the project objectives and to gain feedback from the library patronage. The Project Director and Librarian will track project activities and compare outcomes achieved to the outcomes anticipated and make any modifications on an on-going basis. Evaluation instruments will be utilized to assess the impact of the program and will be developed to specifically measure the anticipated outcomes listed above.

In addition, A Patron Survey/Comment Card will be used to seek information from patrons about their impressions of the library programs and services, materials, hours, etc. The Librarian will ask each patron to fill

out an anonymous short survey/comment card during their visit and deposit it in a box located in the library. Results will be compiled by the librarian in an Excel spreadsheet and reported on at least a quarterly basis. Results will be used to modify programs and services and inform Tribal leadership and IMLS about the project progress.

For monitoring, a tracking sheet will be used to audit the program as a means of determining whether significant program milestones did occur. If deviations occurred, they will be noted and their impact on the program will be stated. A record form will be used to track the number of library activities completed by each patron and to track increases/decreases in the number of materials checked out, the number of participants in programs, and the overall number of library cardholders. Results will be reported to IMLS and Tribal Leadership.

Communications Plan

• Description of the audiences you plan to reach and how you will reach them.

The Heritage Library is located on the GTB reservation; this project will involve the Leelanau community and the outer lying areas of the GTB six-county service areas. The Project will be promoted for all ages in the community. Library events will be promoted in the monthly GTB Newsletter and GTB website. A Library Booth will be present at the Annual GTB Health Fair and Annual GTB Pow-Wow to disseminate information and to highlight upcoming events.

• Plans for community building and/or audience engagement

The intent of this project is to engage the youth and community with the programming and share the results of how the library is evolving into a place to learn and exchange information with all community members. In all GTB heritage promotions the staff will give a short survey/comment card for community members to have input in upcoming community programming and seek information on how the library can be more connected in the community.

• Means to measure audience engagement and outcomes will arise through staff assignments and their evaluations as well as through their community outreach, promotion, and dissemination. The Librarian will be actively engaging in promotional material of the library and outlying areas.

• Plans for technical documentation where applicable.

The impact will be evaluated throughout the two-year project, by Project Director and Librarian will track project activities and compare outcomes achieved to the outcomes anticipated and make any modifications on an on-going basis. The information will be shared freely on how the project has help involve the community and outsiders including the lessoned learned along the way and the intended results that will continue to evolve with the Heritage Library Enhancement Project and beyond.

Sustainability

Describe how the applicant will continue to support the project, its results, and/or new models that are created beyond the grant period.

The Library Project team will begin implementing plans for ultimate self-sufficiency immediately upon receipt of the grant award. The Grand Traverse Band operates several enterprises, including two casinos. Funds generated from these enterprises support a variety of programs to increase the health and wellbeing of all tribal members. Because these discretionary funds are limited, programs must be able to demonstrate a compelling need. The Project data and evaluation will be used to approach the GTB Tribal Council for their continued financial support of the project in years beyond the grant period. Project staff will consistently work on financial sustainability through monthly reports to Tribal Council including project updates. GTB will continue to engage the community with library community outreach after the grant period with volunteers and the GTB educational

program. The GTB Heritage Library results of this Project will be useful in advising other small, rural, Native American libraries. The project staff will continue to monitor the project and its intended outcomes for years after grant completion. The project director and teacher will catalog the material and track material use, as well as the GTB Information Technology Department who will ensure programs; computers and data storage are current including backup of files on the GTB File server. The hours of operation will continue with the Teacher, Education/Program Director, and possibly volunteers. The operations will continue after the grant period with the GTB Education Life Long learning program budgets.

Grand Traverse Band of Ottawa and Chippewa Indians
 FY19 IMLS Native American Library Services Enhancement Grant

SCHEDULE OF COMPLETION (Year One)

Date:	19-Sept	19-Oct	19-Nov	19-Dec	20-Jan	20-Feb	20-Mar	20-Apr	20-May	20-Jun	20-Jul	20-Aug
Month:	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1												
Activity 1.2												
Activity 1.3												
Activity 1.4												
Activity 1.5												
Activity 2.1												
Activity 2.2												
Activity 2.3												

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Objective 2: Develop a section of the library for Makerspace and create rotating makerspace kits for the satellite offices (MS Kits)

Activity 2.1: Develop a quarterly themed schedule of educational programming and provide assistance to families who participate.

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Grand Traverse Band of Ottawa and Chippewa Indians
FY20 IMLS Native American Library Services Enhancement Grant

SCHEDULE OF COMPLETION (Year Two)

Date:	20-Sept	20-Oct	20-Nov	20-Dec	21-Jan	21-Feb	21-Mar	21-Apr	21-May	21-Jun	21-Jul	21-Aug
Month:	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1												
Activity 1.2												
Activity 1.3												
Activity 1.4												
Activity 1.5												
Activity 2.1												
Activity 2.2												
Activity 2.3												

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