Native American Library Services Enhancement Grant Program

Sample Application NG-03-15-0036-15

Chilkat Native Village

Amount awarded by IMLS: $149,998
Amount of cost share: $40,920

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing narratives for FY2016 applications differ from those that guided the preparation of FY2014 and FY2015 applications. Be sure to use the narrative instructions in the FY2016 Notice of Funding Opportunity for the grant program and project category to which you are applying.

Chilkat Indian Village: Xux' Daaka Hidi: Focusing on Tlingit culture, tribal history, & assessing impacts of cultural and library services

The Chilkat Indian Village of Klukwan (CIV), located on the banks of the Chilkat River in southeast Alaska, is a federally recognized Sovereign Indian Tribe enjoying a cultural history preserved through Tlingit language, stories, oral histories, and subsistence activities. In 2014 tribal leaders and village residents updated the village's strategic plan that guides progress towards our major goals: to perpetuate traditional knowledge, to improve community self-sufficiency, and to move toward total wellness. Tribal members agree that maintaining and preserving our cultural identity are essential to achieving these goals, and culturally appropriate training opportunities to support lifelong learning, life and career skill development, and keeping our traditions and history alive are needed. Input on library services is sought through written and online surveys, house-to-house interviews, a suggestion box, and conversations. Based on needs assessments, CIV determined that building tribal self-reliance founded on learning and innovation, traditional knowledge, cultural literacy, media literacy, and developing life and/or career skills for a target audience of tribal members of all ages is our priority.

CIV designed the *Xux' Daaka Hidi* project to do this over the next two years through opportunities for increasing tribal members' sense of history of place and providing cultural resources and programs. We will develop our library collection with a focus on local history; provide learning opportunities to build proficiencies for tribal members of all ages in native arts, traditional ways, and 21st Century life skills; increase cultural knowledge through programs and improved access to resources; develop additional career competence for library staff.

The Klukwan Community and School Library is an inviting community gathering place. 229 **patrons** are registered. In two years the **collection** has grown 11% to 6,270 items. Circulation increased 24% between 2011and 2014 (from 1608 to 1996). Recreational reading, nonfiction related to our culture and history, and our film collection are popular resources. **Programming** offered by elders and other expert presenters is diverse and addresses community needs and interests identified in our surveys. Partnerships are important for long-term sustainability. The school assures that there is a facility with utilities and internet. Staff work with Jilkaat Kwaan Heritage Center (JKHC) and Southeast Regional Health Consortium (SEARHC) to bring in speakers for programs.

Key project components: 1) Document elder knowledge about our tribal lands by creating *2.6 Million Acres: The Story of the Chilkat Tlingit's Lands,* a five-part film 2) Present cultural and skill building programs 3) Develop collections and provide increased access to historical and cultural resources 4) Expand our staff mentoring program to improve their skills and knowledge related to communication, collaboration, use of digital technologies, and evaluation 5) Assess the impacts of the library services and programs that have been implemented in the last decade. We will assure sustainability by continuing to apply for Alaska State Library annual noncompetitive Public Library Assistance and Continuing Education, other available grants, through the use of 477 On-the-Job Training funds, and the sale of Klukwan History Book Series books.

Expected outcomes from this project include: residents, students, teachers, and tribal members who use the library report improved access to local history resources, and skills or knowledge gained that is beneficial in their daily lives; residents and tribal members gain native arts, traditional ways, and 21st Century life skills, and knowledge of local history and Tlingit culture; staff acquire knowledge and skills needed in their work; staff report increased capacity to use evaluation results as a basis to plan future library services; elders feel they have shared knowledge. Results will be measured using questionnaires, surveys and observation. The film will be a tangible product as will a model Evaluation Plan and corresponding evaluation tools for small rural libraries.

Information about our IMLS project will be shared informally at regional and statewide library and Native meetings; on the library's web page and Facebook; in submissions to the tribal newsletter, Chatham School District Newsletter, professional organization newsletters, and the local newspaper, *Chilkat Valley News*. Staff will also provide widespread publicity in the village. We will share our model long-term evaluation process and results with the community around Alaska via a program on Online With Libraries, on our website, in newsletter articles, and by word of mouth, offering a model for other small libraries in the state and around the nation.

Funding of our IMLS grant application is of vital importance to our continued ability to offer innovative approaches to improving community engagement and student achievement, generating new Tlingit language and history materials, providing needed training, and supporting tribal goals and meeting members' needs.

INTRODUCTION AND ASSESSMENT OF NEED

Community, demographics, and economy: The Chilkat Indian Village of Klukwan (CIV), located on the banks of the Chilkat River in southeast Alaska, is a federally recognized tribe. The large majority (90.5%) of Klukwan's 95 residents are Alaska Native (2010 U.S. Census). Many of CIV's 236 tribal members live in the surrounding area outside the Village's census district. Klukwan is struggling to stop the exodus of tribal members. Culturally appropriate employment opportunities are being developed so that tribal members can return to their homes. 2009-2013 American Community Survey statistics cite: 58 residents employed; unemployment rate 7.1%; 31.8% of workers not in the labor force. Per capita income is $22,752 compared with $49,436 for Alaska; 3.7% of all residents had incomes below poverty level (Alaska Department of Labor and Workforce Development). Fishing, logging, and subsistence activities support the community. Subsistence is extremely important to our lifeways.

Educational levels: The lack of adult learning opportunities and related resources negatively affects economic and social growth. Of residents over the age of 25, 6.7% have less than a 9th grade education and an additional 8% have not graduated from high school. Klukwan School serves its small student population, some of whom bus more than 46 miles a day to attend classes in the village in its culture-based, multi-grade (K-12) program. Elders and other adults visit the school every day and interact with students on various cultural/language projects. The school is dedicated to providing services to children, families, and community members. It is a member of Chatham School District, a Rural Education Attendance Area unable to raise revenue through bonds or tax initiatives, and so unable to offer library services without added funding.

Languages and culture: The longevity of our culture and its people is founded in the preservation of the Tlingit language (listed as endangered), a primary goal of our tribe. Tlingit is taught in Klukwan. Elders' knowledge reinforces ceremonial traditions, often relayed in the heritage language, resulting in a rich culture that is uniformly practiced and respected. As part of the cultural revitalization taking place in Klukwan, songs, stories, dances, and language are taught to youth. Celebrations such as 'Culture Days' bring together tribal members living in the village and elsewhere, children from Klukwan and neighboring schools, and residents of nearby communities to affirm the vibrancy of our living culture and the importance of sustaining traditional practices.

Mission: ***The Library serves as a resource for all tribal and community members bringing the power of information, imagination, and inspiration to the people while promoting and preserving the Tlingit culture.***

CIV works diligently to improve library services, to increase library use, and to foster lifelong learning, a goal in the tribe's strategic plan. In our remote village with few other resources, the library is where people of all ages go for information, learning, and recreational opportunities. According to the Memorandum of Agreement (renewed every two years) (Doc 10), the school district provides space, utilities, laptop computers, phone, internet connection, and technical support for equipment. The tribe supports staff, collection development, and programming costs. **Hours:** 42.5 hours per week year round: M, T: 8:30–5:30; W, Th: 8:30–3; F 8:30–6; Sat 9–11. **Staff:** 2 part-time Tlingit Co-Directors who participate in training and conferences to keep learning library best practices. Essential mentoring is provided by our Library Consultant through regular site visits and informal training sessions to improve staff skills. Council believes this training model is very effective. **Patrons**: 229 registered village residents, tribal members living elsewhere, students, and Native and non-Native individuals who live in the surrounding area.

Collection: 6,290 books, magazines, government documents, films, and audio materials. Previous IMLS Enhancement projects helped fund the creation of Traditional Chilkat Songs books, Tlingit Story Sacks containing materials on Tlingit language and culture, a bilingual *Klukwan History Book Series,* and 6 *Traditional Practices* films. Updated annually, a three-year Collection Development Plan guides selection of new materials. Transcriptions of the Whale House court case recordings have been added to the growing Tribal Archive Collection (TAC). **Circulation:** 1,996 items in 2014 (up 24% since 2011.) **Programming** offered by volunteers, elders, and paid presenters is popular, diverse, and addresses community needs and interests identified in our surveys. In 2014 more than 84 programs, some in partnerships with Southeast Alaska Regional Health Consortium

1 ***Tlingit Cultural Values: Haa Shagoon*** - honoring our ancestors and future generations, ***Haa Latseen*** strength of body, mind, and spirit through seeking knowledge, ***Wooch Yax,*** maintaining spiritual and social balance through interrelations within and outside of our tribe

(SEARHC) and Jilkaat Kwaan Heritage Center (JKHC), drew a total attendance of more than 225. Class visits and after-school activities occur on a weekly basis. A Summer Reading Program keeps youth reading and engaged in positive activities. **Technology; access**: 4 public access stations; 1.5Mb via T1 line.

Project purpose**:** To increase access to information and provide programs focused on improving 21st century skills meeting the tribe's, school's and library's missions. Based on the needs assessments conducted (see below), CIV designed the proposed project to focus on learning and innovation, media literacy, life and career skills. We will present cultural and skill building programs, develop our collections, provide increased access to cultural resources, document elder knowledge about our tribal lands by creating the five-part film documentary *2.6 Million Acres: The story of the Chilkat Tlingit's Lands,* expand our mentoring program, hire a new aide, and assess the impacts of the library services and programs that have been implemented in the last decade. (Doc 1)

Specific audiences: 1) Village residents of all ages with diverse cultural and socioeconomic backgrounds in an isolated rural area, some with disabilities, limited technological literacy, or difficulty using a library; 2) Tribal members who wish to move back to the Village; 3) Tribal members of all ages residing elsewhere; 4) Non-tribal patrons: Klukwan school students, individuals living in the surrounding area, researchers, and viewers of *2.6 Million Acres*; 5) viewers of cultural programs produced in the village and shared via the Online With Libraries (OWL) public video conferencing network. http://www.library.state.ak.us/dev/owl.html; 6) viewers of an OWL program we will broadcast on our evaluation process to serve as a model for their own evaluation programs.

Assessment methods: In 2014 the community's strategic plan was updated and several areas regarding library services and a number of future library projects related to preserving cultural practices, tribal documents and other resources, and tribal member training needs were identified. CIV's new strategic plan includes a priority to undertake a project to document and preserve the history of our tribal lands; and compile/create resources to help tribal members understand the history. The Chilkat Tlingit's' ancestral lands were initially 2.6 million acres, now reduced to 2,000 acres owned communally by the tribe. Our history is unique. No other American Indian or Native Alaskan tribe has the same land history that our tribe does. Input on library services from residents is regularly sought through short written surveys, house-to-house interviews, online surveys, a library suggestion box, and informal conversations. Twice a year staff provides an update on library services and requests feedback at community meetings. A Survey Monkey survey and house-to-house interviews performed each January by a Co-Director collect feedback about use of library services, suggestions for programs and collections, needed skills, and outcomes for current programs. This information is used by the project team and Tribal leaders to plan future programs, collection purchases, and training opportunities. **Baseline data** is gathered with program questionnaires on specific skills, knowledge, and training needs of attendees. We also track: # of tribal archive, local history, and Tlingit language collection holdings; circulation statistics; # of library visits.

Assessment results and specific needs (Doc 5, 7): Since tribal members have limited options for programs and resources other than the library's, use of library services demonstrates need. In 2014, of survey respondents: 85% reported that they learned something by using the library or its collections and that using the library materials helped them in their life; 82% said they were aware of the Tribal Archive Collection and 82% reported they expected to use the archives in the upcoming year, with 18% saying they might use the archive; 100% of those who had attended a library program reported they had learned something or gained a skill.

1) **Programs and services supporting life and careers skill-building**: Numerous respondents cited cultural programming and children's programming as priorities. Patrons requested workshops on Native arts, a growing source of self-employment. Survey responders said the importance of understanding the land ownership situation, and recording elders' knowledge about the lands history, is critical. **Collection Development:** Feedback shows tribal history, Tlingit culture, and DVD collections need to grow, as well as fiction, how-to, and health materials. Teachers and library staff report increased interest in youth reading and a need for new recreational reading materials, especially popular series books. Adding tribal lands history resources to the archives was requested.

2) **Mentoring**: The Tribal Council has noted the positive outcomes of mentoring and would like to expand and enhance this strategy to build the skills of more tribal members, including a new Library Aide. Staff, Tribal Administrator, and consultant identified the following as mentoring needs: general library skills; training on best practices for preservation of tribal archival materials; creating spreadsheets; written communication skills; grant writing and management; assessing the impacts of library services; film making and interview techniques.

3) **Preserving Tribal History and Culture**: *The story of the Chilkat Tlingit's Lands* project was developed based on 2013 and 2014 CIV Strategic Planning work and Tribal Council's determination that gathering and preserving information about tribal lands history is a top Village priority. 83% of survey respondents reported they felt it is important to know tribal lands history. 91% responded that it is important to help others understand why we need our land base and subsistence resources. Tribal administration and Council strongly support the expansion of the Tribal Archive Collection and increasing local history resources, as did community members surveyed. 83% of survey respondents found it important to document elders' knowledge about our lands history.

Project approach is best solution: "*The mentoring model that has been implemented at the library with IMLS funds has been very successful. The three mentored staff members who have participated have significantly increased their skills and self-confidence. We are extremely pleased with the outcomes of mentoring and would like to expand and enhance this strategy to build the skills of more tribal members.*" ~Jones Hotch, Jr. Tribal President

CIV has learned from previous projects that weaving subjects that have meaning in our daily lives into learning opportunities is the best approach for tribal members to feel engaged and to retain information. The library's location in the school, a community hub, offers easy access for students and adults throughout the school day as well as after school hours to attend cultural and life skills programs, access materials, and search the internet. By expanding the library's cultural and educational activities, building the general and Archive collections, mentoring tribal members, assessing long-term impacts of library services, and creating a film documenting tribal lands history, the library will enhance its role as strong community anchor. A film documenting our lands history will add to the collection, ensure this information is not lost, help tribal members learn our history, support the Council in their work to administer and protect the lands, and inform people moving back to our Village who want to buy homes here. Assessing the long-term impact of library services will help us better plan future services to meet community needs. The school/tribe partnership provides cost efficiencies that are crucial in a remote Alaskan village. Building on current partnerships and resource sharing agreements will expand our capacity.

PROJECT GOALS AND EXPECTED RESULTS

Four goals will guide the development of this project. Projected outcomes are listed after each goal. The planned activities and expected outcomes are priorities in CIV's 2014 strategic plan and support the library's mission. While these goals may seem ambitious, we believe that our solid base of resources - a combination of dedicated library staff working with consultants, community involvement, and the strong commitment of partners - will help ensure success. Through aspiring past projects we have found that the benefits of innovation are worth the risk. We have learned that we increase our capacity by pushing our boundaries. This project builds on a past IMLS funded project in which we are producing six films on traditional practices. We will monitor trends of digital technologies and plan for upgrading the films we produce to new formats as they arise.

Goal 1: Tribal members will use the library to increase their knowledge in fields of interest, to enhance their base of information on tribal history and culture, and to gain life skills

Village residents, students, teachers, and tribal members report they have:

- increased skills related to programming topics (beading, skin sewing, sewing, gardening, etc.) (target 80%)
- increased knowledge related to identified areas of interest – Chilkat Tlingit lands history (target 70%)
- utilized library resources to explore and expand their own learning to gain expertise (target 50%)

Goal 2: Tribal and community members will have increased access to tribal history, historic resources, and locally created cultural resources that preserve our elders' knowledge.

Village residents, students, teachers, and tribal members report they have:

- ♦ improved access to cultural and historical materials including Tlingit language, tribal government records, other historical resources pertaining to clans, Tlingits, and the village, and tribal lands history (target 90%)
- ♦ increased cultural/tribal history knowledge through access to the library's services/resources (target 70%)
- ♦ confidence that tribal and family collections are well-preserved when added to TAC (target 100%)

Tribal elders/tradition bearers report the *2.6 Million Acres: The story of the Chilkat Tlingit's Lands* film project:

- ♦ helped them carry out their responsibilities to share traditional knowledge (target 100%)
- ♦ successfully documented their knowledge and they are satisfied with the final film version (target 100%)
- ♦ strengthens the tribe through preservation of important tribal history (target 100%)

Tribal Council reports the film, elders' panel discussion, and increased lands archive resources:

- ♦ improve their understanding of tribal lands history (target 90%)
- ♦ increase their capacity to administer and protect tribal lands (target 80%)

Goal 3: Project staff will increase their knowledge and skills through a rigorous mentoring program.

Library Staff members report and demonstrate: (100%)

- ♦ increased skills related to library operations; budget monitoring; and increased initiative and self-direction
- ♦ improved communication skills, grant application preparation and grant reporting skills
- ♦ increased skills related to archival work and increased knowledge related to best practices for digitization
- ♦ enhanced skills related to planning/implementing a project (adapting to change, initiative, problem solving)
- ♦ increased media skills related to the filming and production of short documentary films

Goal 4: Council, staff, partners, and the community will understand how library and cultural programs are making a difference in tribal members' lives and be able to use that information to plan for the future.

Library Staff members report and demonstrate:

- ♦ increased skills in using evaluation techniques to assess impacts of library services (target 100%)
- ♦ new ability to describe the evaluation tools via OWL for other tribal libraries to use as a model (66%)
- ♦ increased capacity to use evaluation results as a basis to plan future library services (66%)

PROJECT DESIGN AND REQUIRED RESOURCES

Expertise: *Focusing on Tlingit culture, tribal history, and assessing the impacts of library and cultural services* is an ambitious project that responds directly to the assessed tribal needs. The Key Staff List, Consultants letters, Résumés, and Scope of Work documents demonstrate that the project team is a diverse group who will bring the needed skills and experience to ensure the success of the project and allow the tribe to address its priorities for library services. The established relationships between the Co-Directors, tribal staff, and Library Consultant reflect a strong management plan that has proven successful in the past. (Doc 2, 4, 9)

One Co-Director, the Tribal Administrator and Consultant, Bookkeeper, and Library Consultant have worked together for more than a decade. Their familiarity with the tribe and its needs is essential to the library's success in supporting tribal goals in a culturally appropriate way. The other Co-Director has worked for CIV for three years and serves as the Film Coordinator, a combination that uses her diverse skills to achieve tribal goals. She has successfully coordinated two previous CIV film projects – the *Traditional Practices six-film* series (IMLS funded) and *History of Tlingit Clans and their role in the Village* (NPS funded.) (Doc 6) An elder who was filmed last summer showing how to cut and process fish for *naayadi* and dry fish recently passed away unexpectedly. Without the *Traditional Practices* project his traditional knowledge and expertise would be gone forever; now it will live on in future generations. The Lands History Consultant, a tribal member and retired lawyer, has worked on lands issues and consulted on films. The Film Mentor is well respected and has both film and teaching skills.

Our three long-term partners, Klukwan School, JKHC, and SEARHC, are critical to our success. Past evaluations show all partners benefit from collaborating to share resources and staff expertise. JKHC and SEARHC will help

plan project-related programs and provide staff to help implement them. SEARHC covers costs of all health-based programs held at the library. JKHC's Executive Director will participate in planning the film project and in the long-term evaluation project. Klukwan School teachers work closely with the staff to plan student services.

The Tribe committed 477 On-the-job Training funds for a new part-time Library Aide position starting October 2015, and to mentor the Aide to gain library service, project planning, and other 21st Century skills. S/he will be an un- or under-employed local Native American with an income under the 175% poverty guidelines. This position will help assure there is enough staff time to cover library and project activities. (Doc 9, Résumés)

Resources needed to implement all goals include: time and expertise of the Co-Directors, Aide, administrative staff, Library Consultant; program, meeting, and collection development space; library supplies; funds for conference travel; funds to maintain the OPAC; and phone, internet, and videoconference capabilities.

Activities for all goals: The Project Team will:

- Contract with consultants and Film Coordinator – Tribal Council – Qtr 1
- Review project plans and work assignments, develop promotional materials (See Section 4) – Ongoing
- Meet with the Tribal Administrator and Library Consultant to review progress – Quarterly

Goal 1: Resources needed to assist patrons as they increase their knowledge, enhance their base of information, and gain life skills include presenter stipends; supplies for programs; videoconferencing equipment; funds for collection development, and partner and consultant expertise and assistance.

Objective 1: Initiate and provide increased life-long learning programs that focus on culture, history, and life skills

- Contact partner organizations to discuss programs that would best meet current needs – Staff – Biannually
- Identify/recruit elders, experts, presenters to share their knowledge; host 2 events – Staff – Annually
- Work with OWL system to share one local program with other libraries via videoconference, and to share one other library's program with Klukwan residents – Staff – Annually
- Organize, promote, host Chilkat Tlingits' Land History Panel of elders – Staff, Coordinator – Qtr 6
- Organize 36 school class visits including library skill development activities – Staff – Annually, school year
- Organize/host 10 Summer Reading Program activities; storytimes, crafts, movies – Staff – Annually, summer
- Promote one-on-one technology training sessions in use of library and services – Staff – Ongoing
- Work with SEARHC on Health-Wise programming – weekly for winter – Staff – Ongoing

Objective 2: Maintain and build targeted collections of materials to support learning and recreational reading

- Weed, analyze, assess collection per Three Year Collection Development Plan – Staff/Consultant –Ongoing
- Identify topics, age levels, genres needed; read reviews (online, *School Library Journal)* – Staff – Ongoing
- Select, purchase, catalog total of 278 collection items, 40 Native cultural/history – Staff– Ongoing
- Present displays of materials at biannual meetings, SEARHC programs, Culture Days, etc. – Staff – Ongoing

Goal 2: Resources needed to increase access to tribal history, historic resources, and locally created cultural resources include time and expertise of the Film Coordinator, Tribal Lands History Consultant, Film Mentor and library staff; elders and experts willing to share their knowledge; the JKHC Executive Director's input; travel funds to do research and film interviews; filming equipment (all tribally owned) and supplies; archival supplies; tribal history resources. Specifications for equipment and software for the film project are listed in the required Digital Specifications form and CIV's Digital Plan that addresses what/who is being documented, documentation techniques and methods, equipment, supplies, storage, use, ownership, and access to final products and specifications for the digital project. (Doc 6) The project has been designed so that the Film Coordinator's skills will improve and allow her to work more independently over time. The Film Mentor will be involved in all aspects of the project throughout the two-year period. He will provide ongoing training guidance and support.

Objective 1: *Create a five segment documentary film on the history of Chilkat Tlingits' tribal lands*

Film Project Team (FPT) includes Film Coordinator, Mentor, Lands History Consultant (LHC), Library Staff and Consultant, JKHC Executive Director (ED)

- Team meets to review project and roles of team members – FPT – Qtr 1
- Research tribal lands history, identify resources to add to Archives – LHC, Library Staff – Ongoing
- Review and finalize release form; collect signatures from all interviewees – Coordinator, LHC – Ongoing
- Contact potential interviewees, determine their willingness to participate, identify content – FPT – Qtrs 1 & 2
- Develop storyboards and plan film treatment for each film – Coordinator, Mentor, LHC – Qtr 1, Ongoing
- Review interview best practices, develop interview questions -- Coordinator, LHC – Qtr 1, Ongoing
- Finalize distribution expectations, copyright decision, other details – FPT, Administrator, Council – Qtr 2
- Plan/schedule pre-interviews/interviews, develop questions – LHC, Coordinator, JKHC ED – Qtrs 1-6 Ongoing
- Film interviews – LHC, Coordinator Qtrs 2-7
- Edit films, "limited feedback showings", Council approves finals – Coordinator, Mentor, Council – Qtrs 2 – 7
- Plan and host film premiere showing – Staff, Coordinator – Qtr 8
- Create copies of films (3 master copies) and 4 copies in DVD format for the tribe. DVDs are burned for the tribal office, library, archives, and all interviewees – Coordinator, IT Tech – ASAP after completion

Objective 2: *Expand the Tribal Archive Collection (TAC)*

- Secure identified tribal lands history resources; catalogue and add to Archives; # TBD – Staff – Ongoing
- Gather identified documents from Administrative Offices; process and catalogue – Staff – Ongoing
- Promote Archival holdings on website, Facebook, at community meetings, newsletters – Staff – Ongoing

Objective 3: *Build the library's Tlingit culture, language, and Native collection*

Staff follows the same procedures for collection development as laid out under Goal 1, Objective 2. Due to the special nature of this portion of our collection development, staff also consults with professional staff at Sealaska Heritage Institute, Sheldon Museum and Cultural Center, and the Alaska State Historical Library and Archives.

- Identify resources on tribal history, culture, language; purchase, catalog – 20/year – Staff – Ongoing

Goal 3: Resources needed to help staff increase their knowledge and skills through mentoring, informal learning activities, online classes, and formal training include the Library Consultant, Lands History Consultant, Film Mentor, State Library Staff, travel funds to attend conferences, and access to web-based learning tools.

The Library Consultant will align training with staff development plans to help increase proficiencies and build self-confidence. Self-directed learning aimed at each staff member's personal goals will be encouraged and the Consultant will provide guidance in identifying resources and online options for learning. The Film Consultant will receive mentoring and hands-on training from the Film Mentor and the Lands History Consultant.

Objective 1: *Add staff member to assist with library and expanded grant project activities*

- Refine attached job description for Library Aide, advertise, hire – Tribal Administrator/Council – Qtr 1

Objective 2: *Support staff members as they strive to meet individual career and skill goals and build evaluation skills*

- Draft individual plans for development; hold 1-2 monthly mentoring sessions – Staff, Consultant – Ongoing
- Attend Alaska Library Association Conference and ATALM – Co-Directors – Annually
- Train Aide, covering basic library operations, policies/procedures, – Co-Directors, Consultant – Ongoing
- Film Project Team members mentor each other in film production, interview process – Mentor, FPT – Ongoing
- Identify and participate in online classes and other self-directed learning – Team – Ongoing

Goal 4: Council, staff, partners, and the community will understand how library and cultural programs are making a difference in tribal members' lives and be able to use that information to plan for the future.

Long-term evaluation activities are part of the continuing education component of the project. The Library has offered many library and cultural programs and services in the last decade, some in partnership with JKHC. Too

often evaluations focus on short time periods and long-term impacts aren't identified. The Council would like to gather evaluation information that spans the years of these improving and expanding services to assess how library and cultural services are impacting the lives of tribal members and the quality of life in our community. Therefore, the Library Consultant will provide focused training to Library Staff and the JKHC Executive Director in evaluation techniques and implementation that will: 1) fit within our cultural traditions; 2) gather important feedback about our programs; 3) respect the privacy of those surveyed; and 4) provide conclusions that can guide our future planning. Staff have used the *Shaping Outcomes* model for short-term evaluations and community members are comfortable with this approach. Therefore, we plan to continue to use this model for our evaluations with adjustments based on recent best practices. According to the GAO *Designing Evaluations 2012 Revisions* "a good evaluation design should: be appropriate for the evaluation questions and content, adequately address the evaluation question, fit available time and resources, and rely on sufficient, credible data." We will test the applicability of the model for small, rural, isolated, Native communities.

Objective 1: Implement short-term project evaluation

- Review, revise and implement the attached Evaluation plan (Doc 8) – Staff, Consultant – Year 1

Objective 2: Develop and implement a long-term evaluation plan (Doc 3)

- Mentor staff on *Shaping Outcomes* and current evaluation best practices – Staff, Consultant – Year 1

During the mentoring sessions we will incorporate the five key steps to evaluation design per GAO document:

1. Clarify understanding of the program's goals and strategy
2. Develop relevant and useful evaluation questions
3. Select an appropriate evaluation approach or design for each evaluation question
4. Identify data sources and collection procedures to obtain relevant, credible information
5. Develop plans to analyze the data to allow valid conclusions to be drawn from the evaluation questions

- Implement the long-term evaluation plan – Staff, Consultant – Year 2
- Compile and analyze responses; Write final long-term evaluation report – Staff, Consultant – Year 2

Objective 3: Use evaluation results to build on demonstrated previous program strengths to design future library and culture services for strategic and long-range planning.

- Share evaluation results with the community at meetings; share model process and results with library community via a program on OWL, on our website, in newsletter articles, and by word of mouth, offering a model for other small libraries in the state and around the nation. – Year 2
- Plan for improvements based on findings– Project Team, JKHC, Council, Administrative staff – Year 2

PERFORMANCE GOALS AND EVALUATION (Doc 8)

Evaluating how the services we are offering make a difference in tribal members' lives is very important. Success will depend not only on the anticipated outcomes being reached but also on the unexpected outcomes that arise. Short-term and long-term evaluation activities will be conducted as previously described.

The intended tangible products of this project are: 5 short (approximately 20 minutes each) films and related documentation; 1 model long-term evaluation plan and related tools appropriate for use in small rural Native village. In addition programs include: 1 program on the long-term evaluation (via OWL); 4 cultural programs (2 via the OWL network); 1 panel discussion on lands history; 70 weekly class visits; 14 summer reading program events; one article submitted to professional newsletters; posters, flyers, and other promotional materials.

The intangible results of this project are focused on building skills related to native art and traditional ways, increasing knowledge about Tlingit culture and lands history, improving access to general, cultural, and tribal resources, and building the work and life skills of tribal members and project staff.

Outcomes, identified in Section 2 and the Evaluation Plan will show the successes of the project. A variety of tools will be used to gather information on performance measures. These include, but are not limited to:

- Exit questionnaires will be distributed after cultural and special programs and film showings at the library to measure improvements in: 1) skills and/or 2) knowledge related to the program topic.

- Surveys and house-to-house interviews will be used to gather responses on the outcomes. For example, do respondents report: 1) skills, knowledge, and/or information gained through library programs or use of resources have been helpful in their daily life (70%); 2) they gained knowledge about the tribe's lands history (70%); 3) their use of the library and its resources has increased (60%); 4) elder knowledge has been preserved for future generations (100%), and 5) access and availability of cultural and historical materials improved (80%)? Additional outcomes and targets are included in the Logic Model.
- Observation and self-reporting will indicate improvement in skills and self-confidence of project staff (100%).

CIV Tribal Council and the project team realize there are risks associated with embarking on a project that is as ambitious as this one is. Each year we are losing more elders and our traditional knowledge and history are being lost simultaneously. It is important to act now and work to record and document this knowledge before it is gone forever. We realize that understanding the impacts of projects that have been undertaken during the past decade is important to us and to our funders. Seeing how services impact patrons' and learning more about what tribal members need and want from their library is critical to our continued success. The established management team, dedicated consultants, and partner staff members have built strong relationships that form a solid base for library services. This team has succeeded with other challenging projects. We believe the projected benefits are worth the risks involved in this project. CIV's commitment of funding for the new Library Aide position and the additional volunteer hours offered by our consultants makes this project both realistic and achievable.

Communications: Target audiences: Klukwan, surrounding area residents, and tribal members of all ages; researchers; film viewers; participants in programs broadcast through the OWL network; partner organizations

The Project Team, under Co-Director supervision, will work together to implement our communications plan. Regular meetings with project, administrative, and partner staff and Tribal Council

- Promote materials/programs: community meetings, displays, CIV's newsletters, posters
- Post project information and model evaluation project tools on CIV's and the library's websites, Facebook
- Engage village residents and partner staff in short-term and long-term evaluation activities
- Request feedback on draft films from interviewees, Council members, JKHC Board
- Present progress/evaluation results to Council and biannual Community meetings, IMLS; solicit feedback
- Plan and present 2 cultural programs and 1 evaluation related program via OWL
- Share project/evaluation results informally at ATALM; AK Library Association's Native American Roundtable
- Maintain film documentation and technical specs in tribal archives
- Write and submit short articles to the Alaska Library Association and American Indian Library Association
- The *2.6 Million Acres* films will be available for years to come, extending project outcomes into the future

Sustainability: Our mentorship program builds staff capacity and creates a strong foundation for program planning, management, and excellent library service. Partnerships continue to be extremely important for long-term sustainability. The school assures that there is a facility with utilities and internet. Staff will work with JKHC and SEARHC to combine resources to bring in speakers for programs. The resources developed and acquired through this project will continue to be available at the library, through interlibrary loan, and the evaluation information will be posted on our website. Digital resources will be preserved through our backup system and by monitoring technological changes that impact format. The long-term evaluation will help us plan and change our services and programs to better meet community needs and will provide a model for other small rural libraries. The Tribal Council is addressing diversity in funding through various economic development projects. The sale of Klukwan History Book Series books will add a small revenue stream. As potential funders learn about the work being done at the library, future support becomes more likely. Library staff applies for the State Library's noncompetitive Public Library Assistance and Continuing Education grants annually. Grants are offered by The Rasmuson Foundation for collection development, the Alaska Council on the Arts for programs. Our Community Foundation accepts requests for local projects. These and other competitive grant programs will be pursued.

Chilkat Indian Village--Enhancement Grant 2015	YR 1	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Administrative					
Contract with consultants and Film Coordinator – Tribal Council					
Refine job description, advertise, hire Library Aide - Tribal Admin., Council					
Review project plans/work assignments, create promotional materials					
Quarterly Project Team meetings with Tribal Administrator					
Finalize film distribution expectations, copyright decision					
Purchase supplies for programs & archive project - as needed					
Publicize availability of resources and programs					
Present displays of materials at biannual meetings., Culture Days, programs					
Promote Archival holdings: website, Facebook, community meetings, etc.					
Maintain stats and collect patron feeback and analyze					
Disseminate information on project - conferences, articles, website, etc.					
Library Programs - Library staff and partners					
Contact partners to discuss programs-biannually					
Finalize program topics; identify/recruit presenters - 2 events/year					
Implement programs: including 1 videoconference in/1 out via OWL					
36 school class visits - school year					
10 summer reading program activities					
One-on-one technology training sessions					
Work with SEARHC on Health-wise programming - weekly, winter					
Tribal Archive Collection					
Research tribal lands history, identify resources to add - Staff, Lands History Consultant					
Secure identified lands history resources; catalog and add - Staff					
Gather identified documents from Administrative Offices; process, catalog - Staff					
***2.6 Million Acres: The Story of the Chilkat Tlingit's Lands* films**					
Team meets to review project and roles of members - Film Project Team					
Staff review and update release form; get signatures from interviewees					
Contact potential interviewees; identify content - Film Project Team					
Pre-shoot activities, plan treatment for each film - Film Project Team					
Review interview best practices, develop interview questions - Lands History Consultant, Coordinator					
Plan/schedule pre-interviews, interviews - Lands History Consultant , Coordinator, JKHC Exec Director					
Film interviews - Lands History Consultant, Coordinator					
Edit films - Film Project Team					
Limited feedback showings on segments as they are completed, Council approval					
Continuing Education for Library staff					
Draft individual development plans - Staff, Consultant					
Mentoring , training sessions, conference attendance					
Train Aide in library operations, policies/procedures - Staff, Consultant					
Mentor staff on Shaping Outcomes, current evaluation best practices, Consult.					
Film Project Team mentor each other in film production, interview process					
Identify and particpate in online classes and self-directed learning					
Collection Development - Library Staff and Library Consultant					
Weed, gather suggestions, review Collection Development Plan, select, acquire, catalog					
Identify/purchase/catalog tribal history, culture, language resources					
Evaluation - Library Staff and Library Consultant					
Review, revise, implement Evaluation Plan					
Design evaluation tools and implement as appropriate					
Assess needs, plan services					

	YR 2	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Administrative					
Review project plans/work assignments, create promotional materials					
Quarterly Project Team meetings with Tribal Administrator					
Purchase supplies for programs & archive project - as needed					
Publicize availability of resources and programs					
Present displays of materials at biannual mtgs., Culture Days, programs					
Promote Archival holdings: website, Facebook, Community Meetings, etc.					
Maintain stats and collect patron feeback and analyze					
Disseminate info on project - conferences, articles, etc.					
Grant applications based on assessed needs					
Library Programs -- Library staff with partners and assistance of Consultant					
Contact partners to discuss programs-biannually					
Finalize program topics; identify/recruit presenters - 2 events/year					
Plan, organize, and host Chilkat Tlingits Lands History Panel of elders					
Implement programs: including 1 videoconference in/1 out					
36 school class visits - school year					
10 summer reading program activities					
One-on-one technology training sessions					
Work with SEARHC on Health-wise programming - weekly, winter					
Film premier showing(s)					
Tribal Archive Collection					
Research tribal lands history, identify resources to add - Staff, Lands History Consultant					
Secure identified lands history resources; catalog and add					
Gather identified documents from Administrative Offices; process, catalog					
***2.6 Million Acres: The Story of the Chilkat Tlingit's Lands* films**					
Get signatures from interviewees on release form					
Pre-shoot activities, plan film treatments for remaining films - Film Project Team					
Review interview best practices, develop interview questions - Lands History Consultant, Coordinator					
Plan/schedule pre-interviews, interviews - Lands History Consultant, Coordinator, JKHC Exec Director					
Film interviews - Lands History Consultant, Coordinator					
Edit films - Film Project Team, limited feedback showings, Council approval					
Create copies of films - 3 master; 4 DVD					
Continuing Education for Library staff -- Library Staff and Consultant					
Mentoring , training sessions, conference attendance					
Train Aide in library operations, policies/procedures - Staff, Consultant					
Mentor staff on Shaping Outcomes, current eval. best practices, Consultant					
Film Project Team mentor each other in film production, interview process					
Identify and particpate in online classes and self-directed learning					
Collection Development -- Library Staff and Library Consultant					
Weed, gather suggestions, review Collection Development Plan, select, acquire, catalog					
Identify/purchase/catalog tribal history, culture, language resources					
Evaluation - Library staff, Library Consultant, JKHC Executive Director					
Implement long-term evaluation plan					
Compile and analyze responses					
Write final long-term evaluation report					
Share evaluation results with community, on website, newsletter, etc.					
Create program on OWL to share process and results					