



Native American Library Services Enhancement Grant Program

Sample Application NG-03-14-0016-14

Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin

Amount awarded by IMLS: \$149,632

Amount of cost share: \$0

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.

ABSTRACT

Recipient Site: Lac Courte Oreilles Ojibwa College Community Library

Project Title: Pathfinders will Lead the Way! IMLS Enhancement Project

Time Period: October 1, 2014-September 30, 2016

The mission of the Lac Courte Oreilles Ojibwa College Community Library is to provide quality materials and services that fulfill the educational, informational, cultural, and recreational needs of the community while supporting the college mission statement with its emphasis on advancing the language, culture, and history of the Ojibwa

The Lac Courte Oreilles (LCO) Reservation is a woodland community that encompasses over 76,465 acres in Sawyer County located in Northwest Wisconsin. About 2,232 of the 7,275 enrolled members live within the reservation boundaries. Traditionally the tribe was semi-nomadic and traveled for seasonal activities that included wild ricing, maple sugar harvesting, gathering of wild plant foods, fishing, and hunting. Outside forces including land cession treaties, boarding schools, deforestation and emigration have adversely affected this traditional way of life. Today the tribe works hard to counteract the high rates of unemployment, health issues, and substance abuse. It is the largest employer in Sawyer County. It offers excellent educational opportunities including its two Head Start programs; K-12 School System, Waadookodaading Language Immersion School, and the Lac Courte Oreilles Ojibwa Community College.

The Lac Courte Oreilles Ojibwa College Community Library came into being in 1990 and serves both as an academic and a public library. It currently has 1,152 registered borrowers with a collection of 29,500 books, 1,800 audio books, and 3,215 video recordings. It is member of the Northern Waters Library Service which offers Merlin, a shared catalog/circulation system.

The Internet is an integral part of the modern world but with it comes a deluge of information that often does not provide answers to real information needs. The purpose of this proposed project is to provide resources and training for the development of information literacy skills that will enable library users to become life-long learners and to adapt to the expectations and challenges of the twenty-first century. The *primary* focus group of the project will be staff and students of the college and its outreach campuses that serve the St. Croix, Lac du Flambeau, Bad River and Red Cliff Reservations. Community members are totally incorporated into college life and its activities and will be welcome at all times to participate in events of this project. Children will also be included in specific programming.

Three goals have been identified to meet the challenges of the information explosion. The first goal will provide access to information sources. Pathfinders will be developed as guides for identifying numerous topics and sources for students and community members. The pathfinders will be available in paper format and also on the library web page. Database and library resource training will also be provided along with educational programming. Outreach campuses will receive orientations and information of library sources that are available specifically for them. The second goal will offer enhanced and new collections that will correspond to pathfinder topics. The new circulating titles will be entered into the Merlin catalog and current "haphazard archival collections" will be sorted and cataloged in the PastPerfect program that is now used only for photographs. More stations will be made available to the public. The third goal will provide for the evaluation and utilization of resources in the learning experience. Students in the LCO College Early Childhood Development Program will develop curriculums that integrate library materials and interns will be hired to plan, promote and implement summer reading programs for community children. Hands-on programs will provide the means of integrating resources and skills. Collaborative endeavors will encourage the best use of services and resources for the college and community at large.

1. Introduction and Assessment of Need

a. Lac Courte Oreilles Community. The Lac Courte Oreilles (LCO) Band of Lake Chippewa is a federally recognized tribe governed under an Indian Reorganization Act Constitution that was adopted in 1966. It was organized to conserve tribal property, develop human and natural resources, to enjoy the rights of self-government, and to provide for the general quality of life for all of its members. A seven member LCO Tribal Governing Board is elected by the membership to make decisions on behalf of the people.

The LCO Reservation is primarily located in Sawyer County (population 16,581) near the small town of Hayward (2,318) in Northwest Wisconsin. It encompasses 76,465 acres of which 14,000 consist of lakes and wetlands. Traditionally this woodland community was semi-nomadic and traveled for seasonal activities that included wild ricing, gathering of wild plant foods, maple sugar harvesting, hunting, and fishing. It is a rural community with 23 small villages. Outside forces including land cession treaties (1837, 1842, and 1854); the 1923 flooding of a traditional village along with its essential wild rice beds; deforestation; fur trading; intermarriage; boarding schools; and emigration have adversely affected the traditional way of life, which in turn, has had a devastating effect on the native spoken language.

About 2,232 of the 7,275 enrolled members live within reservation boundaries. It is a youthful population with nearly 32% under 20 years of age. Forty-five per cent of the community lives in homes below the poverty level and high rates of unemployment (15%), substance abuse, and health issues-diabetes, heart disease, and cancer- prevail. Sawyer County is the second poorest county in Wisconsin. On the positive side, the LCO Tribe works hard to counter the effects of poverty in the community as it plans for the future. It is the largest employer in Sawyer County (900). It takes great pride in its education system including the Head Start and Early Head Start programs, K-12 School System and the Ojibwa language immersion school, Waadookodaading.

The Lac Courte Oreilles Ojibwa Community College is a two-year associate degree granting institution. It is a member of the American Indian Higher Education Consortium (AIHEC) and is fully accredited through the Higher Learning Commission. In addition to the main campus at LCO (210 FTE), it has outreach campuses on the St. Croix (30) and Lac du Flambeau Reservations (55). Campus North (50) serves the Bad River and Red Cliff Reservations and is centrally located between the two.

b. Current Role of LCO Library. *The mission of the Lac Courte Oreilles Ojibwa College Community Library is to provide quality materials and services that fulfill the educational, informational, cultural, and recreational needs of the community while supporting the college mission statement with its emphasis on advancing the language, culture, and history of the Ojibwa.*

The LCO Library was originally established in 1990 and now plays a number of roles as it is an academic library housed in the LCO College from which it receives its primary financial support. It is also a public library established under state statute and a member of the Northern Waters Library System (NWLS) and its Merlin Consortium which is the shared catalog of the 30 member libraries. As a member of NWLS, the library receives interlibrary loan privileges *via* courier delivery, technical support, and professional development opportunities. It is also eligible for non-resident circulation fees from the counties in the NWLS service area. The LCO Cultural Resource Center adjoins the library and the door is now kept open between the two facilities. It is not staffed so the library supervises and develops displays for this area. The library also operates a small archive. The library is staffed by a full-time library director, part-time assistant (80%); and a student intern (50%) who is funded through the LCO College Work-Based Learning Program. It is open 8:00-4:30 Monday through Friday with additional evening hours when the college is in session. There are now 1,152 registered borrowers with a 2013 local circulation of 8,782 and an outgoing interlibrary loan rate of 4,739. In addition, LCO residents borrowed 638 items from other libraries and downloaded **eight** e-books from Merlin OverDrive. College students make up approximately 22% of the in-house circulation.

The library collection consists of 29,500 books; 1,800 audio books/music CDs; and 3,215 video items along with quality databases that include *JSTOR*, *BioOne*, and *Ethnic Newswatch*. It has 16 public access computer stations and five laptops available for library use. The entire college has wireless capabilities. NWLS provides access to the collections of all 30 member libraries, *Ancestry Library*, 65,935 downloadable e-books and 20,668 audio books. Badgerlink, "Wisconsin's Online Library" offers a number of information sources including Wiscat, the state union catalog, a full suite of *EbscoHost* databases, newspaper archives, genealogy information, an automobile repair on-line manual, and a digital archive of collections from throughout Wisconsin. The library has offered a full range of community programs including traditional arts, storytelling, and summer reading for the young. It often works in collaboration with the LCO Extension and the college.

c. Purpose of Project. The purpose of this proposed project is to provide resources and training for the development of information literacy skills that will enable library users to become life-long learners and to adapt to the expectations and challenges of the twenty-first century. It is recognized that it is a dauntless task to provide training to an entire community so the *primary* focus audience will be the students and staff of the LCO College and its outreach sites. The college is at the heart of the community and a majority of community members pass through its doors at one time or other. Most graduates do not permanently leave home after graduation and many do commute to nearby universities or take on-line programs for their four-year degrees. These students can be considered future leaders and educators who will be able to share their skills and give back to the community. In addition, the college offers a vast amount of resources to tap into including the GIS Lab, LCO Extension/community farm, IT Department, faculty, and The Learning Center. It also provides a "captive" audience of its students.

d. Assessment. The Internet has become an integral part of our lives and has brought with it a vast explosion of information. It needs to be acknowledged that this has both good and bad aspects as researchers are able to find information about *anything* but in order to do so they must wade through often frivolous, inaccurate, or non-applicable information. Self-assessment endeavors on the part of the library director that were based on personal observations; work with students and community members; and one-to-one discussions with faculty members have determined that the library is really not meeting the important information literacy needs of those it serves. Fine collections of resources have been developed through the short years that this library has been in operation but they are not always easily accessible and are often underutilized. Training in use of the subscription databases and catalogs is incorporated into classes at the college but this training has in the past stopped at basic *library* literacy without incorporating critical thinking, participation, and evaluative aspects that are essential for the development of life-long learners. The director with the help and approval of the LCO Library Board has incorporated an information literacy component into the long-range plan with the recognition that the library is an ideal venue for introducing such activities as there are already resources, staff expertise, and technology in place. Services provided by the library are free to people of all ages and walks of life. It needs to be acknowledged that Information literacy begins at birth and resources must be provided for all ages. For example, a small child is able to locate a colorful book that appeals to him or an Elder can learn to access her grandchild's Facebook page. The General Education Program Outcomes for the Lac Courte Oreilles Ojibwa Community College require that graduates can "communicate effectively; demonstrate mathematical literacy; practice community engagement and social responsibility; demonstrate an understanding of Ojibwa and other Native American cultures; and be able to locate, gather, and synthesize information". All these outcomes incorporate forms of literacy but the last one specifically refers to *information* literacy. As stated above *library* literacy is already built into routines of the library director. This is the first step towards

information literacy but current applications need to be expanded to include more active participation.

Personal observations on behalf of the library staff have given emphasis to the fact that for the most part students are very tech savvy but reluctant to actually put real effort into finding the best applicable resources. They will type in a broad term into a free search engine and print out a number of pages on their topic and feel they are done with their research. Many do not seem to be aware that subscription periodical databases are available to them or that web pages need to be evaluated for accuracy and reputable creators. Some faculty members at the college do limit the number of web resources on student papers but feel that the students need to be more discriminatory when they select resources. One instructor has his students do their research in the classroom or through group library visits so he can oversee what sources they locate.

A recent library resource survey of 75 library users (students, staff, and community members) showed that only 15 used the periodical databases- such as *EbscoHost*, *Jstor*, or *Ethnic NewsWatch*-while 47 relied on the free search engines. Even ten college staff respondents indicated a strong preference for *Google* or *Yahoo*. Eighteen of the respondents stated that they used the library catalog.

Another concern is reaching the three outreach campuses. For example, a frantic student recently wrote and expressed concern that he was not able to use the database resources that are available on the library web page. This is not true as there are passwords the students can utilize but this fact does not seem to get across to them. They also are eligible for cards and efforts are made to get materials to them if requested. Merlin cards can be used at all member public libraries in northern Wisconsin and LCO materials can be delivered to these local libraries. Distance does create issues as the three other campuses are spread across northern Wisconsin. They often rely on adjunct instructors who teach only an occasional class and are not always equipped with the information they need to help students identify library resource that could be available to them. The library director met with the three site directors and the group had a roundtable discussion as to how communication could be improved and how library services could be better incorporated into their curriculums. The St. Croix director would like to find the means to bring students and staff members to the LCO campus for library orientations and research opportunities. The Lac du Flambeau and Campus North directors both felt it would be more useful for the LCO library staff to visit them as the students would not ever really have direct access to this library. All agreed that staff and students must be better informed as to what resources are available specifically to their unique campuses. The orientations need to be provided at the start of every semester in order to provide for staff and student turnover.

Baseline data available at the start of this project includes the library resources survey tabulations, available archival collections, PastPerfect entries, collection sizes, circulation figures for general collections and Merlin e-book downloads, attendance counts for "Lunch and Learn" sessions sponsored by The Learning Center, the number of pathfinders currently available (0), notes from the roundtable discussion with outreach directors and the current appearance and contents of the web page. In addition the library had an IMLS sponsored evaluation performed by an UW-Madison librarian in 2011. Her recommendations have been taken seriously and those that are included in this proposal include in-service training for staff; utilization of interns; continued collaborations; and development of an archives and special collections manual.

2. Project Goals and Expected Results

a. Project Goals. The broad outcome of this project is that the Lac Courte Oreilles Ojibwa College Community Library will be the leader in information literacy initiatives that will result in a community of life-long learners prepared to meet the challenges of the twenty-first century. Three goals have been identified for the accomplishment of this outcome:

Goal 1: Access to top quality information sources will be provided.

Goal 2: Current collections will be enhanced and new ones will be developed.

Goal 3: Participants will develop the necessary skills to evaluate and utilize information.

b. Expected Results. The LCO College has multiple resources for the library to tap into and collaborative efforts will benefit all who are involved. For example, the partnership between The Learning Center (TLC) and library will provide for better communication between the two entities and help to avoid redundancy in services and programs. Standard outcomes will result from program activities as participants will acquire new skills, knowledge, attitudes and behaviors.

(1) Skills and Knowledge

- Participants will become life-long learners as they learn to find and integrate useful information.
- College students will meet academic general education outcomes requirements for graduation.
- Library staff members will be able to enter and edit entries on the library web.
- The library staff will be adept in the use of PastPerfect catalog entries and searches.
- College faculty and student tutors of the TLC will be able to pass on their acquired skills to students.
- Training participants will be able to find and utilize a wide range of resources.
- Pathfinders will “lead the way” as they guide and demonstrate the numerous formats of knowledge.
- Students will be able to find topic ideas for research papers with the help of the pathfinders.
- Materials and sources identified through pathfinders will increase in use.
- Summer Library Interns and students in the early childhood classes will learn to identify relevant library resources and integrate them into children’s programming.
- Workshops and programs will compliment and expand learning opportunities.

(2) Attitudes and Behavior

- Children that are included in programs developed by students and interns will realize that the library is a fun place to be with many items of interest.
- Outreach students and staff will appreciate the library and feel that they are included in its services. It will give them a sense of ownership with the college. They will also appreciate the fact that there are sources available for them and they will feel less isolated.
- Reluctant readers will grow in self-esteem and feel less alienated as they realize there are multiple non-print information sources.
- Participants at hands-on workshops will feel the pride of integrating knowledge and skills.
- Collaborative events will discourage the strong sense of ownership many programs develop.
- An archives policy manual will encourage the proper respect of materials.
- The availability of e-readers will introduce the Merlin e-book collections to reluctant users.

3. Required Resources and Project Design.

A new temporary position for an information literacy program assistant (ILPA) will be created for this project to work with the library director (LD). The two will work as a team to ensure that all activities are carried out in a thorough and timely manner. The library director has worked at the library since 1990 and has managed a number of grants along with being responsible for library policy and planning activities, collection development, integration of technology into library operations, and programming. The college operates a Learning Center (TLC) whose mission is to “equip our diverse student population with the necessary resources to improve their academic performance”. Student tutors are hired to work with their classmates and a number of resources that pertain to college success, job seeking, and study skills are available in the center. Programs include a weekly “Lunch and Learn” along with special recruiting/educational events. This library project will coordinate services with the TLC in order to ensure both programs offer the best services possible. The Learning Center Coordinator (LCC) will give input and work with library staff to incorporate library and special topics into their programming activities. The LCO College IT Department (ITD) will provide necessary

training in web design and the Early Childhood Education Program Manager (ECEPM) at the LCO College will work with the library director to develop curriculum projects with one of her classes each academic semester. Two students will be offered short internships (2 weeks) each summer for the development, promotion, and implementation of the summer reading programs.

The library currently has a number of resources including its current web page, databases, PastPerfect software, an extensive library collection, public access computers, color laser and inkjet printers, and art supplies. It also has access to the college and cultural center facilities for programs and workshops. A new computer station that will be dedicated for all shared activities including web page updates, data entry, and desktop publishing will be purchased through this project. In addition, the two Merlin catalog/data entry stations will be replaced due to their age and loss of tech support (Windows XP). E-readers will be purchased and circulated to provide an opportunity for customers to access e-books on the Merlin OverDrive program. Supplies for workshops such as hides and beads will also be purchased.

Goal 1: Access to Information. The first aspect of information literacy is the ability to *find* necessary resources. The library will enhance, develop, and introduce finding tools.

Objective 1: Pathfinders-both on-line and paper formats- will be developed to “lead the way” by providing topics and a list of available resources.

- Topics will be identified and prioritized with a focus in three category areas: a. Library literacy/search skills (e.g. Merlin OverDrive access, periodical databases, quality web page criteria b. Academic (e.g. Indian boarding schools, mascots, or treaty issues) and c. Community interest (e.g. genealogy, expectant mothers or job searches). *Outputs:* Yearly lists and schedules for pathfinders. *Inputs:* LD, ILPA, LCC. 10/14, 9/15.
- A template will be created for pathfinders. *Output:* Template. *Input:* LD, ILPA. 11/14
- Training in web entry for pathfinders will be provided to library staff. *Outputs:* Web page- pathfinder section. *Inputs:* ITD, LD, LIPA, Computer station purchased for project. 11/14
- Pathfinders will be created for all three categories. Formats for resources listed will include print, video and audio recordings, photographs, microfilms, historical newspapers, maps, web pages, databases, and archives. Sources will include the library, learning center, cultural center, GIS lab, LCO Extension/college farm, human contacts, and places beyond the campus walls such as the Sawyer County Historical Society. *Outputs:* Forty pathfinders/each year@ 8 hrs. /each. *Inputs:* LD, ILPA, CLC.
- Pathfinders will be distributed in print format throughout the library, learning center and community as well as being available on the web page as links to a special pathfinders section. Core documents such as Merlin usage or genealogy resources will be printed professionally at a local printer but others that need to be updated on a regular basis will be printed in-house. Pathfinder topical displays of materials will be developed for the library display cases. *Outputs:* Pathfinders both print and electronic, displays. *Inputs:* LD, ILPA, ITD, computer/printer. 11/14-9/16

Objective 2: Existing PastPerfect catalog will be made available to the community.

- The PastPerfect database was started in 2007 with the goal of cataloging the entire library photograph collection and providing accompanying biographical information. Some 3-dimensional objects have also been entered but there are no archival entries. At the present time it is used by library director but is a “well-kept secret” with only one station in the library. Access to this program will be made available throughout the library and cultural center. Licenses are currently available for this. *Outputs:* PastPerfect available on four public stations in library and cultural center, promotional materials and guides. *Inputs:* LD, ITD. 11/14
- Training opportunities will be provided to new grant position on use of PastPerfect databases.

Outputs: Training notes and dates. *Inputs:* Training CDs (currently owned) and free webinars, LD. 11/14
Objective 3: Training opportunities for use of pathfinders and library resources will be offered to college staff and students as well as the community at large.

- LCO campus faculty will receive uniquely tailored one-to-one orientations on request that will introduce databases and pathfinders. *Outputs:* Schedules, notes. *Inputs:* LD, ILPA, LCC. 11/14- ongoing.
- Library staff will visit the North and Lac du Flambeau campuses to provide training in databases, library access, and pathfinders to faculty and students. *Outputs:* Schedules, attendance lists. *Inputs:* LD, ILPA. 10/14, 1/15, 9/15/, 1/15, 9/16.
- Staff and students from St. Croix will visit the LCO Library to familiarize themselves with the library and also receive training in using resources provided. *Outputs:* Schedules, attendance lists. *Inputs:* Staff from St. Croix, LD, ILPA. 10/14, 1/15, 9/15, 1/16, 9/16.
- Individualized brochures will be developed for each campus with an introduction of library services uniquely applicable to that campus. For example, Campus North has a public Merlin library within walking distance and should have no problems getting materials from the LCO Library with both catalog access and direct delivery. St. Croix and Lac du Flambeau have no nearby Merlin libraries and special accommodations will be noted in the brochures. Efforts to improve delivery systems will be made. *Outputs:* Brochures, delivery counts. *Inputs:* LD, ILPA, staff at outreach sites and area public librarians. 11/14-12/14
- One-on-one training, teachable moments, and reference interviews will be provided to library visitors- both students and community members. Library staff must be encouraged to lead information seekers and find time to demonstrate the catalog and databases. It is understood that it is important for students to do their own research as part of their course assignments but they can be guided in the right direction. *Outputs:* Quarterly count weeks of reference questions. *Inputs:* LD, ILPM, student workers. 10/14-ongoing
- Student classes, learning center tutors, and attendees at gatherings such as “Lunch and Learn” will be provided with training sessions. *Outputs:* Schedules, flyers, attendance lists. *Inputs:* LD, ILPA, LCD 11/14-5/14; 9/15-5/16

Goal 2: Resources

Objective 1: Library circulating and reference collections will be updated and enhanced with a focus on the pathfinder development schedule.

- Current collections will be evaluated and new materials will be purchased that are identified through applicable review sources and faculty/community recommendations. *Outputs:* purchase orders/lists of new items purchased, weeding counts, collection growth. *Inputs:* LD, recommendations. 10/14 ongoing
- New materials will be catalogued into Merlin for access by LCO and entire NWLS system
Outputs: Catalog entries, circulation of materials. *Inputs:* LD, ILPA 10/14-ongoing.

Objective 2: Archival collections will be organized in more usable formats.

- PastPerfect training on cataloging will be provided to new project position. *Outputs:* Notes, new entries. *Inputs:* Free webinars, training CDs, LD. 11/14-01/15
- Currently the library has a number of rather haphazard collections composed of clippings, documents, photographs, original newsletters, and tapes etc. that are shared upon request. No real oversight or sense of order has been utilized. Examples of these collections include the Hayward Indian School, Treaty Issues, local history and Paul DeMain’s Peltier/Aquash documents. The library also possesses complete collections of historical LCO newspapers. All are invaluable resources that will be organized, labeled, and in many cases duplicated to protect from loss. The titles and lists of contents need to be

entered into the PastPerfect Archives catalog to make them accessible to researchers. New materials and collections will be developed. Short entries of these collections will be available in Merlin for access outside the community. *Outputs:* Organized archival collections, data entries. *Inputs:* LD, ILPA. 1/14-9/16

- Policy manual will be developed for archival access and usage. *Output:* manual. *Input:* LD. 1/15

Objective 3: Programming will be provided for additional information.

- Programs will be offered as “short classes” of pathfinder tie-ins. Examples will include topics such as web page evaluation, Merlin access, Elder recollections, job searches, or information on the LCO College garden/locovore. Applicable programs will be incorporated into The Learning Center “Lunch and Learn” programs. *Outputs:* promotional flyers, attendance lists, evaluations *Inputs:* Speakers from throughout the community, LD, ILPA, CLC. 11/14-9/16-monthly.

Goal 3: Evaluation and Utilization.

Once information is located it is essential to find means of recognizing what is important and utilizing it for learning experiences.

Objective 1: Library literacy training for student and staff groups will expand to incorporate activities that will require critical evaluation and active participation.

- Participants will be asked to research selected topics using various search techniques (e.g. advanced search, Boolean) and explain why they have selected a certain resource over others. *Output:* Search results. *Inputs:* LD, ILPA 10/14-ongoing.
- Participants will be provided with activities that will require them to find and evaluate items in the library, itself. *Outputs:* Search guides, documents *Inputs:* LD, LCC, LC Tutors, ILPA. 10/14-ongoing.

Objective 2. Programs will be offered that will encourage active participation in the learning process.

- Proposed lists of community/student workshops will be created around pathfinder development schedule. *Outputs:* Program lists *Inputs:* LD, ILPA. 11/14, 10/15
- Community workshops will include a selection of available resources along with the opportunity to utilize them for the creation of a project. Possibilities include: Genealogy-develop your own family tree; Fish Decoys-learn about traditional ice fishing and make a decoy; Native arts- beadwork, black ash baskets, or moccasins; Local gardening-visit to LCO College farm to make rain barrels. *Outcomes:* attendance lists, resource lists, completed projects, displays of projects. *Inputs:* Workshop presenters, LD, ILPA 11/14-9/16 on bi-monthly basis

Objective 3: Early childhood classes will integrate library resources into curriculum development.

- The library director will work with the program manager of the LCO College Early Childhood Education Program to develop a library curriculum unit for one class each semester (e.g. “Children’s Literature”, “Child Growth and Development”, “Environmental Education” or “Creative Activities for Children”). *Outcome:* Curriculum plans *Inputs:* LD, ECEPM 10/14, 1/15, 9/15, 1/16
- Curriculums will include small group projects that incorporate library research and materials. An example could include a puppet show with research into puppet design and creation, selected stories, and an actual presentation to small children. *Outcomes:* completed group activities and plans, photographs. *Inputs:* Students, ECEPM, LD, library resources/supplies. 1 activity/semester.

Objective 4 : Student interns will utilize library skills for development of summer library programs.

- Two internships will be offered each summer to students preferably in early childhood or other education endeavors. Each internship will last two weeks. The interns will be asked to create activities utilizing library collections. They will work with the library staff and incorporate themes (Year 1: Heroes and Year 2: Wellness/Fitness/Sports) established by the nationwide Collaborative Summer

Library Program. *Outputs:* Job descriptions, contracts *Inputs:* LD, IFPA, Interns, and program manuals. 8/15, 8/16

- Summer library Interns will plan, promote, and implement the annual summer library program for children in grades 1-5. *Outputs:* Summer library calendars, promotional information including newspaper articles and flyers, photographs. *Inputs:* Interns, library staff, supplies. 7-8/15/; 7-8/16

4. Evaluation, Dissemination, and Sustainability

a. Project Success. Each goal will cumulatively lead the way to the final outcome of the project. Students and community members will demonstrate their ability to find quality information necessary for their academic and personal endeavors. Outreach campuses will have access to necessary library resources. Quality resources will meet both personal and academic needs and participants will become life-long learners as they develop necessary information literacy skills that they can apply to their lives.

b. Measurement. The schedule of completion will be utilized to keep the project on track in order to demonstrate that activities are accomplished according to plan. Reports to the library board will show progress. Baseline information will act as an indicator of growth of such qualitative measures as circulation of in-house collections, interlibrary loan requests, e-book downloads, library card holders, collection sizes, number of pathfinders, program attendance counts, and web page improvement and usage. A binder of grant activities will provide a picture of what is occurring as it will contain press releases, flyers, photographs, and other pertinent documents. Library resource use surveys will be issued at the end of each grant year and results will be compared with the pre-grant survey. Participants at programs will be asked to write a brief comment or express orally one thing they “are coming away with”. A log of significant comments or observations will be kept to show that library users are starting to grasp the idea that the library is full of resources that are invaluable to them. Requests for additional help after workshops will show that participants do want to use resources that were presented to them. NWLS will provide monthly statistics of all Merlin activities.

c. Dissemination. Press releases to area papers will be issued at the time of the proposed grant award and for events throughout the project. Reports of project activities will be provided to the library board and will be incorporated into meeting minutes. The library director will submit the *Wisconsin Annual Reports* to the Wisconsin Department of Public Instruction (DPI). These reports provide a picture of library operations and include federal grant award numbers and expenditures. The report compilations are published on the DPI web page. Information will be shared at the annual Tribal Librarians Summer Institute at Montana State University in Bozeman and at the University of Wisconsin School of Library and Information Studies (SLIS) sponsored gatherings of the Wisconsin Tribal Libraries, Archives and Museum Convening Culture Keepers. The library web page will make note that the impressive list of available pathfinders are a result of this project. Grant activities and lessons learned will be documented in the interim and annual reports to IMLS and at the information sharing events sponsored by IMLS.

d. Sustainability. A number of services will be “set in place” and utilized into the future. The necessary skills for PastPerfect database entry, pathfinder development, web entries, and database training will become part of general library operations. The e-readers and new computers will be available for use for a number of years. Collaborative events will continue as the directors involved will realize they can do more for the good of the community by working together. Collection funds will be available through the IMLS Basic grant, NWLS collection development grants, and the library budget.

Schedule of Completion Year 1

	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015	Jun 2015	Jul 2015	Aug 2015	Sep 2015
Goal 1: Access to Information												
Pathfinder List/Template	X	X										
Pathfinder Development	X	X	X	X	X	X	X	X	X	X	X	X
Pathfinder-Web Training	X	X										
PastPerfect Catalog Stations	X	X										
Database Training	X	X	X	X	X	X	X	X	X			X
Outreach Orientations	X			X								X
Goal 2: Collections												
Updated/Enhanced Collections	X	X	X	X	X	X	X	X	X	X	X	X
Archival Collections			X	X	X	X	X	X	X	X	X	X
Informational Programming		X		X		X		X	X			X
Collaborative Programing TLC	X		X		X		X					
Goal 3: Utilization												
Programs	X		X		X		X		X		X	
Early Childhood Curriculum	X	X			X	X						
Summer Library										X	X	
Training	X	X	X	X	X	X	X	X				X

Schedule of Completion Year 2

	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016	Jun 2016	Jul 2016	Aug 2016	Sep 2016
Goal 1: Access to Information												
Pathfinder Development	X	X	X	X	X	X	X	X	X	X	X	X
Database Training	X	X	X	X	X	X	X	X	X			X
Outreach Orientations				X								X
Goal 2: Collections												
Updated/Enhanced Collections	X	X	X	X	X	X	X	X	X	X	X	
Archival Collections			X	X	X	X	X	X	X	X	X	X
Informational Programming		X		X		X		X	X			X
Collaborative Programing TLC	X		X		X		X					
Goal 3: Utilization												
Programs	X		X		X		X		X		X	
Early Childhood Curriculum	X	X			X	X				X	X	
Summer Library												
Training	X	X	X	X	X	X	X	X	X			