



NATIVE AMERICAN LIBRARY SERVICES ENHANCEMENT GRANTS

Sample Application NAE-259245-OLS-25

Delaware Tribe of Indians

Amount awarded by IMLS: \$144,253

The Delaware Tribe of Indians will implement three complementary programs to revitalize ancestral knowledge, support community engagement, and increase access for at-large and reconnecting Tribal citizens. The Community At Large Outreach program will focus on digital and mailed cultural resources. The ReConnection program will support individuals seeking to rejoin the Tribal community through guided educational tools and mentorship. The Continued Cultural Programming initiative will offer in-person classes, workshops, and intergenerational learning opportunities for local citizens. Together, these programs will strengthen Tribal identity, preserve traditions, and ensure long-term access to cultural knowledge. They will be offered in-person and virtually, with educational materials and mentorship opportunities designed to reach Delaware Tribal citizens regardless of geography or previous connection to the Tribe.

Attached are the following components excerpted from the original application.

- Tribal Profile
- Narrative
- Schedule of completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

Delaware Tribe of Indians – Tribal Profile

Tribal Governance & Key Departments

The Delaware Tribe of Indians (Lenape) is a federally recognized Tribal Nation with a rich history of governance rooted in resilience and self-determination. The Tribe operates under a constitution with an elected Tribal Council overseeing governmental functions. The Cultural Education Department, which will lead this project, plays a vital role in preserving and revitalizing Delaware culture, language, and history. This department works closely with the Tribe's Library, Archives, and Historic Preservation Office, ensuring access to cultural resources for both Tribal citizens and the broader community. Additionally, partnerships with educational institutions, local libraries, museums, and Tribal programs strengthen the department's ability to deliver impactful services.

Setting & Communities Served

The Delaware Tribe of Indians is headquartered in Bartlesville, Oklahoma, with citizens residing across the United States and around the world. The Tribe serves a diverse community, including Elders, youth, and families seeking to engage with Lenape language, culture, ceremonies, and history. The Cultural Education Department's initiatives support Tribal citizens locally and those living outside Oklahoma through digital resources and outreach programs. The Delaware community is intergenerational, with ongoing efforts to ensure cultural continuity by engaging Elders as knowledge holders and youth as future stewards of culture and Tribal identity.

Narrative

Project Justification

- **What current need, challenge and opportunity will your project address and how was it defined? Describe how you have used reliable sources to define the need, challenge, and opportunity and develop the scope for the project.**

The CALO: Community At-Large Outreach and the ReConnection initiatives address a critical need within the Delaware Tribe of Indians (DTI): to bridge the gap between the disconnect of at-large Tribal citizens and their cultural, educational, and community resources. Due to historical displacements, economic migration, and geographic barriers, many Delaware Tribal citizens, particularly those outside of Oklahoma have limited access to cultural programming, mentorship opportunities, and Tribal involvement. This challenge has been defined through direct community engagement, surveys, and Tribal-led assessments. Roughly 90 percent of our Tribal community is considered “at-large,” and it is imperative that we initiate and establish outreach to close this gap to local and at-large citizens alike.

We endeavor to support those seeking to reconnect with our Tribal community by providing educational and cultural resources ensuring that their journey is guided and supported. These individuals, for a multitude of reasons, operate from having severed ties with our Tribal Nation, often brought on from boarding schools, relocation acts, and other components of assimilation. Our project hopes to ease the reconnection process and assist with cultural foundations, and outreach. Lastly, we strive to sustain ongoing cultural programming for our local citizens, focusing on cultural resources, while enhancing access to knowledge and educational materials.

Our community assessment conducted among Delaware Tribal citizens identified a strong need for cultural classes particularly material classes, mentorship programs, and improved outreach for at-large and reconnecting citizens. The survey also noted that our Elders, youth and families have expressed a desire for hands-on learning opportunities and cultural materials that are inclusive of at-large citizens.

We’ve identified barriers wherein our citizens have a lack of access to cultural knowledge and engagement opportunities due to geographical distances. With limited structured outreach and educational materials, it has been difficult for many citizens to participate in our cultural revitalization efforts. This lack of intergenerational knowledge transmission puts our Tribal Nation at risk for loss of cultural identity, with traditions, language, ceremonies, arts, and practices being lost overtime.

This project will provide the opportunity for community reconnection and engagement. The CALO initiative will provide a planned initiative to bridge the disconnection by offering cultural programming for local DTI citizens while ensuring at-large citizens can participate remotely through mailed materials and digital resources. We also wish to create a mentorship network that pairs Elders with our youth to strengthen intergenerational knowledge transmission. Additionally, by expanding digital and

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printed educational resources, we can ensure that all Tribal citizens, regardless of location, can learn, engage, and stay connected. We can also utilize community events, virtual gatherings, and newsletters, to maintain consistent outreach and involvement.

- **Who is the primary audience for your project and how have they been involved in the planning? “Primary audience” refers to those who will be the most immediately and positively affected by your project.**

The primary audience for CALO and ReConnection initiatives consisted of DTI Tribal citizens, both locally and at-large, who seek greater access to cultural education, mentorship opportunities, and community involvement. This includes at-large citizens – those that live beyond a 100-mile radius of our Tribal headquarters in Bartlesville, Oklahoma, local DTI citizens, Elders, youth, and families.

The planning, development, and future implementation of these programs has been guided by community input and direct engagement through community assessments, Elder consultations, youth and family feedback, and Tribal leadership and departmental input. With these initiatives being community driven, we seek to ensure that DTI citizens – both near and far – can actively participate in cultural revitalization efforts and community reconnection.

Project Work Plan

- **What specific activities will you carry out and in what sequence?**

The CALO and ReConnection Initiatives will be carried out over a 24-month period, divided into four key phases. Each phase builds on the previous one to ensure structured outreach, cultural programming, and long-term sustainability for the cultural education department.

Phase 1: Program Development & Outreach Strategy (Months 1-6)

During Phase 1, we will utilize our community assessments to finalize program offerings. Here, we plan to prioritize cultural topics, preferred formats (in-person, virtual, mailed materials), and community needs that were identified through our assessment. We will then identify and coordinate with Elders and cultural educators to lead programming. We will establish outreach and communication channels with the development of newsletters, email updates, and social media strategies to inform all Tribal citizens about upcoming opportunities. We aim to establish an online portal for at-large citizens, providing access to digital and archival materials, as well as the ability to register for cultural events.

Phase 1 will conclude by preparing educational and cultural resource materials for cultural handbooks, instructional videos, and mailed cultural kits for at-large participants. We will also print physical learning materials to accompany workshops for both local, remote, and reconnecting participants.

Phase 2: Program Implementation and Community Engagement (Months 7-12)

During Phase 2, we will launch cultural workshops and mentorship programs. We will offer in person classes for local citizens on traditional arts, regalia making, storytelling, language, ceremonial etiquette, teachings, and other cultural practices. We will mail instructional kits and printed materials to at-large citizens for remote participation and provide virtual sessions and video tutorials featuring Elders and

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cultural educators. Phase 2 also includes hosting local community events and gatherings while also conducting virtual roundtable discussions, Q&A sessions with Tribal leaders, and interactive forums for at-large and reconnecting citizens.

We will conclude Phase 1 by preparing educational and cultural resource materials, including cultural handbooks instructional videos, and mailed cultural kits for at-large participants. Additionally, we will print physical learning materials to accompany workshops for local, remote, and reconnecting participants.

Phase 3: Program Growth and Continued Engagement (Months 13-18)

In Phase 3: We intend to expand outreach for at-large and/or reconnecting citizens by strengthening mentorship networks between local and at-large citizens along with Elders and youth. In distributing materials, we can increase digital engagement and offer increased virtual programming for local and at-large participants. Through institutionalizing our cultural programming within Tribal services by embedding it into our Tribal library/archives, Tribal leadership, and our cultural education department ensuring that cultural programming becomes a permanent offering. This effort can be strengthened by integrating mentorship, digital learning, and resource distribution into ongoing Tribal education initiatives.

We will conduct a mid-year evaluation and adjust as needed. We will accomplish this by gathering participant feedback on workshops, mentorship programs, and resource accessibility. This input will guide us in refining our programming to align with community engagement levels and evolving needs.

Phase 4: Sustainability Planning and Long-Term Implementation (Months 19-24)

In Phase 4: We aim to secure long-term funding and partnerships by way of identifying additional funding sources and fostering institutional collaborations to sustain our initiatives. This will also enhance partnerships between the Tribal library and cultural education department, ensuring the continuity of cultural programming. Additionally, we plan to develop a self-sustaining mentorship program between local and at-large citizens, reconnecting and connected citizens, and Elders and youth to ensure we have a structured mentorship model that continues well beyond the grant period.

Ultimately, we will host a cultural showcasing and community event to highlight the achievements of CALO participants and celebrate community reconnection. We will also use this final phase to collect final feedback so we may refine our future programming efforts.

- **Who will execute each activity? Be sure to identify key staff.**

1. Cultural Education Staff – Oversight of the development and implementation of cultural programming, event coordination, and managing educational resources.

Key Staff:

- Jeremy Johnson – Cultural Education Department Director – PROJECT DIRECTOR
- Gianna Barone – Cultural Education Generalist - PROJECT MANAGER

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2. Elders and Cultural Educators – Serve as knowledge keepers, instructors, and mentors in workshops, ensuring the transmission of traditional knowledge and practices.

- Jim Rementer - Language Specialist
- Annette Ketchum – Tribal Elder

3. Tribal Library and Archives Staff – Support educational resource development, maintain digital and physical archives, and ensure access to materials for Tribal citizens.

- Anita Davis - Tribal Archivist

4. Community Engagement Coordinator – Facilitates outreach efforts, organizes community feedback sessions, and ensures programming aligns with community needs.

- Gianna Barone - Cultural Education Department Generalist

5. Enrollment Department– Material distribution for newly enrolled Tribal citizens and those seeking to reconnect.

- Emily Haney - Head of Enrollment Department

6. Grant and Program Administrators – Manage budgets, reporting, and compliance with grant requirements to ensure sustainability and effectiveness.

- Gianna Barone - Cultural Education Department Generalist
- Kendall Reith - CPA, CFO

- **How have you involved stakeholders in the planning and development of the project and how will you incorporate their input throughout the project?**

The CALO and ReConnection initiatives are community driven and shaped the input of DTI citizens, department heads, Tribal leadership, Elders, and cultural educators. Their involvement has ensured that the projects align with the needs and priorities of all Tribal citizens. Stakeholders were involved by way of the following:

- ◇ Community Assessments – Tribal citizens participated in a community assessment which provided critical insight into which cultural classes, mentorship programs and resources are most needed. This feedback has helped shape the projects’ focus on providing both in-person and remote learning opportunities.
- ◇ Elder and Cultural Educator Consultations – These individuals helped us to determine which traditional practices should be prioritized, ensuring the authenticity of educational and resource materials.
- ◇ Youth and Family Engagement – Our Tribal other and families provided input on preferred learning formats, cultural topics of interest, and accessibility needs. This has helped us shape the framework for providing both local and at-large classes and what kind of materials both will need.
- ◇ Tribal Leadership and Cultural Department Collaboration – The cultural education department and Tribal library have played a critical role in developing programming, overseeing resource distribution, and ensuring long-term sustainability.

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To ensure that stakeholder input is incorporated throughout our projects, we plan to do the following:

- An advisory council for continuous feedback consisting of Elders, cultural educators, and community leaders to review and refine programming regularly.
- Ongoing community engagement that will consist of regular listening sessions, surveys, and focus groups which will ensure that programming continues to reflect the needs of Tribal citizens.
- Youth and family feedback will be key, and participants will be encouraged to share their experiences and suggestions after classes so that we may ensure that future programming remains engaging and effective.
- Collaboration with institutional partners including educational institutions, museums, and cultural organizations so that we may expand learning resources and support mentorship programs.
- **What existing resources within the Tribe, assets within the library or community, and/or potential partners will you use during this project to aid in its success?**

Our initiatives will leverage existing Tribal resources, community assets, and external partnerships to ensure their success. We plan to utilize our cultural education department to assist with the implementation of cultural programming, coordination, and educational material distribution at all capacities.

Our Elders and cultural educators will serve as instructors and mentors to ensure of knowledge transmission regarding traditional knowledge and skills. Our Tribal government will provide administrative support, program oversight, and assistance in securing long-term funding. Tribal community spaces will be utilized for in-person workshops, mentorship sessions, talking circles, and other cultural events. We also plan to utilize our Tribal library and archives – which house cultural materials, educational resources, and provide for digital access. Additionally, we also strive to expand upon existing cultural collections and educational materials to be digitized, ensuring greater access for a broader range of Tribal citizens.

Lastly, we seek partnerships with educational institutions, museums, and other Tribal Nations to collaborate on initiatives. We anticipate that this effort will support curriculum development, expand access to historical materials and guest educators, and enhance cultural programming opportunities.

- **Who and with whom will you share your work's results and lessons learned?**

Our initiatives will share its results and lessons learned with DTI citizens, cultural educators, Elders, partner organizations, and other Tribal Nations to ensure its long-term impact and sustainability. Locally, project outcomes will be communicated through our newspaper, *Delaware Indian News (DIN)*, social media updates, and direct mailings to at-large citizens. A cultural showcase event will provide participants with an opportunity to share their experiences, successes, and feedback while also increasing community engagement. Additionally, a dedicated resource hub within our department will house educational materials, recorded sessions, and digital resources, ensuring ongoing access for all DTI citizens.

Project Results

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- **What are your project's intended results and/or product(s), and how will they address the need, challenge, or opportunity you identified in the Project Justification section?**

Our initiatives aim to create tangible cultural programming outcomes by providing educational resources, and community engagement opportunities to bridge the gap between at-large citizens and Tribal resources, while also expanding local cultural programming. These efforts will result in structured, hands-on educational materials, instructional kits, and virtual learning opportunities. Additionally, a mentorship network will be established to connect youth with Elders and support the reconnections of citizens with those that grew up in our Tribal community. This will ensure the transfer of cultural knowledge, promote continuity, and strengthen community ties.

To further address accessibility barriers, CALO will develop digital and print educational materials, including Tribal history guides, cultural handbooks, and recorded instructional sessions. These resources will be distributed both in person and via mail to at-large citizens. Additionally, a dedicated online resource hub will also provide long-term access to cultural teachings, workshops, and mentorship opportunities. By offering both in-person and remote learning options, these initiatives will expand engagement, revitalize culture, and strengthen our Lenape identity - ensuring that all DTI citizens regardless of location, have meaningful opportunities to connect or reconnect with our community.

- **How do you define success for this project, and how will it be evaluated?**

Success for our initiatives will be measured by our ability to effectively reconnect at-large citizens with Tribal resources, expand cultural programming for local citizens, and foster intergenerational knowledge transfer. Key indicators of success will include increased participation in cultural classes, engagement in mentorship programs, and the utilization of digital and print educational materials by both local and at-large citizens. Additionally, the projects' impact will be reflected in the number of Elders and cultural educators actively mentoring our youth, as well as the continued demand for mailed resource material and virtual learning opportunities.

Evaluation will be conducted through attendance tracking, participant surveys, and feedback from Elders, cultural educators, and Tribal leadership to assess the effectiveness of programming and resource distribution. Digital engagement metrics, including online portal usage and virtual session attendance, will be monitored to ensure accessibility for at-large citizens. Regular community listening sessions and advisory council meetings will help refine the programming scope based on participant experiences, ensuring that our initiatives remain responsive to the needs of DTI citizens. Ultimately, success will be defined by the establishment of a sustainable, community-driven framework that continues to provide cultural education, mentorship, and Tribal engagement opportunities beyond the grant period.

- **How will you disseminate the results (deliverables, lessons learned, etc.) of the project to the primary audience?**

We foresee that the results of our initiatives, including deliverables and lessons learned, will be shared with the primary audience by way of multiple communication channels to ensure accessibility.

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Updates in the *DIN*, social media, direct mailings, and the on Tribal website will provide ongoing information about the program milestones, workshop outcomes, and participant experiences. A cultural showcase event will highlight all the projects' successes and feature presentations from program participants, mentorship stories, and demonstrations of skills learned through workshops. Additionally, our dedicated resource hub will store educational materials, recorded sessions, and digital resources, allowing all DTI citizens to continue accessing program content beyond the grant period.

To further extend our scope of outreach, virtual meetings, webinars, and roundtable discussions will be organized to engage at-large citizens, ensuring that those unable to attend in person can still participate in knowledge sharing. Reports summarizing key takeaways, engagement metrics, and participant feedback will be shared with Elders, cultural educators, Tribal leadership and external partners, allowing for continued program improvements and future funding opportunities. By leveraging both physical and digital platforms, we can ensure that the results of our projects reach and benefit the widest possible audience within the Delaware Tribe of Indians.

- **How will you sustain the benefit(s) of your project beyond the conclusion of the period of performance?**

Our department's initiatives are designed to ensure long-term sustainability by integrating cultural programming, mentorship networks, and educational resources into existing Tribal infrastructure. After the initial implementation of our projects, our department will continue to house and distribute the digital and print materials, ensuring ongoing access for both local and at-large citizens. The mentorship network program we aim to establish between both projects will create a self-sustaining system, enabling our Elders and cultural educators to continuously engage with youth, at-large citizens, and reconnecting individuals.

To sustain programming beyond the grant period, we will pursue additional funding sources, including future grant funding, Tribal budget allocations, and partnerships with museums and other educational institutions. The initiatives will also incorporate cultural workshops and virtual learning opportunities into the Tribe's regular programming, ensuring that at-large citizens continue to receive mailed materials and access to digital resources. Participant feedback and engagement metrics will guide ongoing improvements, ensuring that programming remains relevant and community driven. By integrating these efforts into the Tribe's and our department's existing services, our projects will provide lasting benefits that reconnect, educate, and empower DTI citizens for generations to come.

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