



NATIVE AMERICAN LIBRARY SERVICES ENHANCEMENT GRANTS

Sample Application NAE-259262-OLS-25

Pueblo of Isleta

Amount awarded by IMLS: \$149,459

The Pueblo of Isleta will address reading challenges faced by K-12 students and young adults who have not graduated high school within the Isleta Pueblo community. The project will provide reading tutors for K-12 youth to improve reading skills and comprehension and will also assist adults in obtaining their high school equivalency credentials. The after-school literacy program will address reading disparities through a tutoring service and incorporate a reading curriculum from the American Indian Library Association that reflects Native American culture. Project leads will provide a pre and post assessment to measure success with the reading program and obtain feedback from families and teachers throughout the project.

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.

2025 IMLS: Tribal Library Enhancement Grant

Tribal Library Profile

The Pueblo of Isleta (POI) is a federally recognized tribe located in both Bernalillo and Valencia Counties, New Mexico. The Pueblo is divided by the Rio Grande River, with a majority of services and programs being on west side of river. The Isleta people are culturally unique, and adhere to a close-knit, family and clan-based system with traditional practices and a strong sense of community. Today, Isleta is sandwiched between the New Mexico cities of Albuquerque and Los Lunas. The Pueblo of Isleta covers over 329 square miles with an enrollment population of 5,012.

The Pueblo of Isleta established its Public Library on tribal land on May 04, 1987 (Resolution No. 87-16). It began in a room inside the old Isleta Community Hall located in the village of the Pueblo, which has now been demolished to create the Isleta Elders Center. Years later, the library was moved to its second location outside the village of Isleta to the top of the Pickle Heights housing district inside, two combined portable buildings donated to Isleta from the Kirtland Air Force base. In October of 2012, the library moved to its third site, inside the Library / Education Complex located in the Moonlight housing district, approximately a mile south of its portable building location.

Library staffing has slowly increased over the years, from a one-person department to a staff of seven which includes four full-time and three part-time employees. Since this is a Public Library on tribal land, we serve all races, genders, from womb to tomb, but our primary focus is the tribal members of the Pueblo of Isleta. Since we reside in two New Mexico counties, we provide services to three school districts (Albuquerque, Los Lunas, and Isleta).

Some of our most notable programs are our midday Spring and Winter break youth programs. Our most anticipated program is our Summer Reading Program as we conduct two six-week youth programs, the Juniors (3- to 6-year-olds) and Youth (7- to 16-year-olds). The Juniors takes place in the morning (9 am to 11:30 am) and consists of two curriculums and includes both breakfast and lunch to participants via the FREE Summer Meal Program. The Youth program takes place in the afternoon, (1pm to 4 pm) and consists of five curriculums and includes lunch and a later afternoon snack.

We also conduct a daily After School Program, which takes place Monday - Thursday from 3 pm to 5:30 pm. This program serves twenty students who attend Bosque Farms, Sundance, and Isleta Elementaries Schools. The library uses an activity van to pick-up the Bosque Farms students as they are other side of the Rio Gande River.

Our library also hosts various monthly programs for various ages and target audiences such seniors, family, adult, and teens.

Isleta Public Library collaborates with many internal departments within the Pueblo Tribal Government. Some events that the library has collaborated with is the Isleta Police Department National Night Out, POI Natural Resource Department Environmental Fair, Isleta Health Center outreach events, Isleta Elder Center and the Recreation Center annual Halloween event. The library collaborates with on and off reservations schools with their literacy and family nights and open houses. In addition, the library collaborates with on and off reservation vendors to conduct field trips for a hands-on, in-person learning experience that goes beyond the classroom and textbook platform. In the past our library planned events with neighboring Public Libraries and Tribal Public Libraries for continuing education for the Isleta youth.



Pueblo of Isleta

Project Narrative

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Project Justification

The Pueblo of Isleta Library is dedicated to fueling educational growth within the community by proposing an innovative after-school literacy program. The proposed project is specifically designed to address the critical reading challenges faced by K–12 students and young adults who have not graduated high school within the Isleta Pueblo community. Local educators, tribal leaders, and library staff have observed a troubling trend: an increasing number of students are falling behind in reading proficiency. This gap not only impacts academic achievement but also significantly affects self-esteem and long-term educational attainment. Discussions with Isleta Elementary School and the Pueblo's Department of Education have underscored the urgency of these issues. Data from Pueblo's education and workforce initiatives reveal that a substantial number of young adults have not completed high school, highlighting a pressing need for accessible and culturally relevant educational support. In response to these challenges, our literacy program will offer a structured and engaging initiative that is deeply rooted in cultural relevance. A cornerstone of our program is the incorporation of carefully curated literature by the American Indian Library Association (AILA), including titles from the American Indian Youth Literature Award lists, as well as recommended reading for children, middle grades, and young adults. This thoughtfully selected literature will reflect Native voices, cultures, and experiences, enabling students to see themselves represented in the stories they read while simultaneously building essential literacy skills. The primary audiences for this program include (1) K–12 students reading below grade level and (2) Native youth and young adults aged 16–24 who have not yet completed

high school. In the early stages, we engaged these groups through informal surveys and listening sessions, conducted both at the library and in collaboration with local educators. The program's design is firmly grounded in their input and will continue to evolve based on ongoing feedback, ensuring it remains relevant and responsive to the community's needs.

Project Work Plan

The Pueblo of Isleta Library is proud to announce its after-school literacy program, designed to operate Monday through Thursday throughout the academic year (September to May) and continue with modified sessions during the summer months. The library is committed to providing personalized, one-on-one tutoring for K–12 students reading below grade level, as well as for young adults who have not completed their high school education. In collaboration with Tutor Doctor, our program ensures that instructors are carefully matched with students according to their unique learning needs and preferences, whether they prefer online or in-person instruction. Recognizing the importance of cultural relevance in education, our literacy instruction will incorporate a diverse array of materials, including award-winning titles endorsed by the American Indian Library Association (AILA). This approach guarantees that Native youth engage with literature that mirrors their identities and lived experiences, fostering a deeper connection to their educational journey. The management of this program will be overseen by the Project Director (Library Director), who will play a pivotal role in maintaining robust partnerships with Tutor Doctor and coordinating essential program activities. Responsibilities will include scheduling, assessments, tracking student progress, engaging with families, and fulfilling all reporting requirements for the project. The Project Director will also ensure that the program aligns with community needs and grant objectives, actively cultivating partnerships with local educational institutions to enhance outreach and sustainability.

At the beginning of each semester, outreach efforts will target families and partner schools—including Isleta Elementary School, Isleta Head Start, the Los Lunas School District, and Bureau of Indian Education (BIE) schools—to identify and recruit eligible participants. Eligible students will undergo intake assessments administered by Tutor Doctor to establish a baseline for reading proficiency and learning needs, which will inform the development of individualized literacy plans tailored to their specific goals. Tutoring sessions will be scheduled weekly during each semester, utilizing the LGL Reading Edge curriculum paired with customized lesson plans and culturally relevant literature. Tutor instructors will provide weekly progress reports for each student, which the Project Director will closely monitor to ensure quality and effectiveness in literacy development.

To enhance family and community engagement, the Project Director will host quarterly Family Literacy Nights in collaboration with partner institutions. These engaging events will rotate among venues such as the Pueblo of Isleta Library, Head Start programs, the Los Lunas School District, and other BIE schools. Each event will feature storytelling sessions, student showcases, interactive reading activities, and workshops for families to learn effective strategies for supporting literacy at home. By integrating these community events with existing partner programming, we aim to create inclusive spaces that promote reading as a cherished family and cultural practice.

Continuous evaluation of the program will be a priority, with the Project Director overseeing mid-semester and end-of-semester assessments to quantify literacy advancements and

analyze feedback from tutors. Student and family satisfaction surveys will be distributed at key intervals to gauge program quality, relevance, and impact. The collected data will inform quarterly program reviews and will be synthesized into comprehensive mid-year and final grant reports. By centralizing program management under a dedicated Project Director and leveraging community partnerships, the project presents a cohesive and sustainable model for enhancing literacy among Native youth and re-engaging disconnected learners in their educational pursuits.

Project Results

Our program is built on clear and attainable objectives. We anticipate demonstrable gains in reading proficiency, guided by a target of at least a 15% improvement in reading fluency and comprehension scores, as measured through comprehensive pre- and post-program assessments administered by both Tutor Doctor and our dedicated program team.

More importantly, we aim to instill greater confidence and motivation in our students. We expect at least 80% of participants to report increased comfort with reading aloud, greater independence in completing assignments, and enhanced engagement with books that resonate personally with them. Our carefully curated selection of Native-authored literature, sourced from the American Indian Library Association's award and recommended book lists, will deepen students' connection to their cultural heritage, fostering a sense of identity and pride that is paramount to their development. Recognizing the unique challenges faced by out-of-school youth, our program will also strive to re-engage these individuals. We aim to provide direct tutoring support to at least 5 young adult participants, guiding them toward GED preparation programs or educational re-enrollment pathways through partnerships with the Pueblo of Isleta Human Resources Department.

To ensure accountability and effectiveness, we will evaluate success using a combination of quantitative metrics—such as assessment scores, attendance records, session logs, and tutor reports—as well as qualitative feedback gathered from student and family surveys, tutor

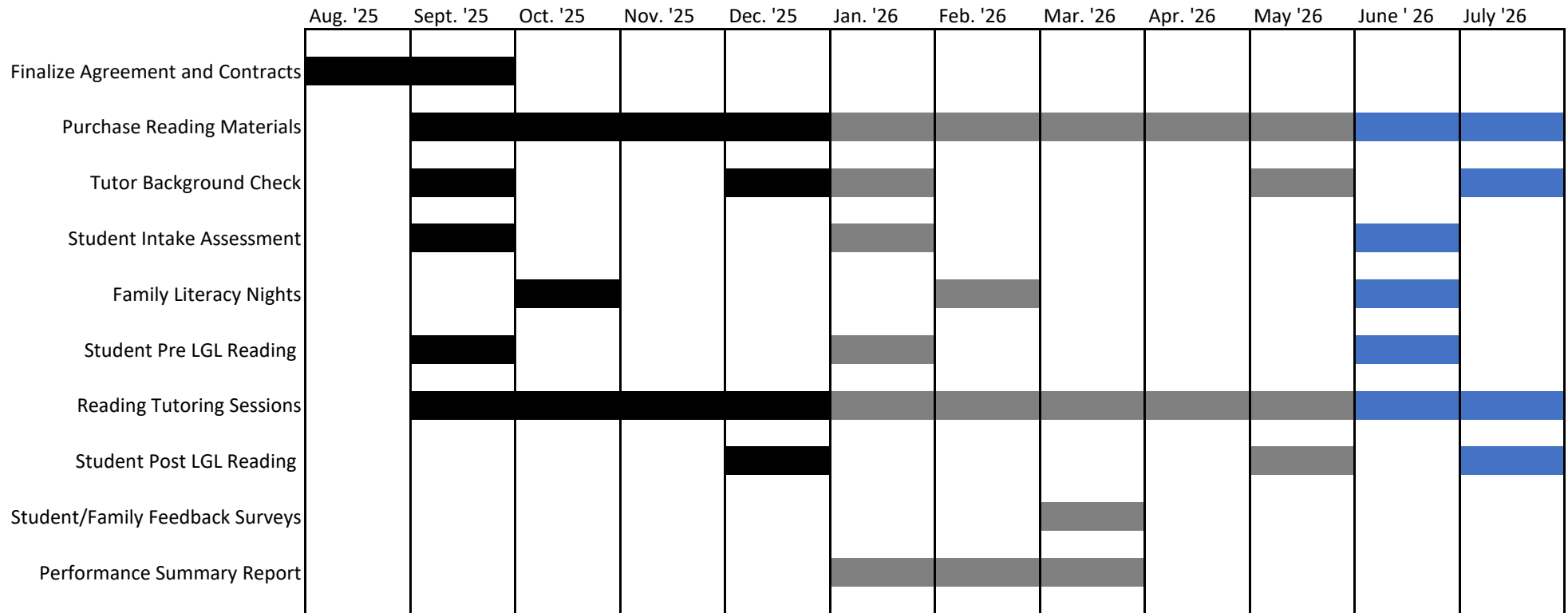
reflections, and participant testimonials. Our program's performance will be assessed across three critical dimensions:

1. *Effectiveness*: Achieving the intended literacy improvements that meet the needs identified in our Project Justification.
2. *Quality*: Ensuring that tutoring sessions and resources align with participant expectations and uphold cultural values.
3. *Timeliness*: Adhering to our implementation schedule and successfully reaching key milestones, which include timely assessments, tutoring frequency, and engaging family-oriented events.

Looking ahead, the Pueblo of Isleta Library is committed to sustainability and dissemination of our program's successes. We will actively explore ongoing funding opportunities to extend one-on-one tutoring beyond the initial grant period. Additionally, we will compile lessons learned and best practices into a detailed program report, which will be shared with the Tribal Council and made publicly available through our library's website. Our annual literacy nights will serve as a platform to highlight participant successes and encourage continuous family involvement in education, thereby fortifying our community's commitment to lifelong learning.

SCHEDULE OF COMPLETION

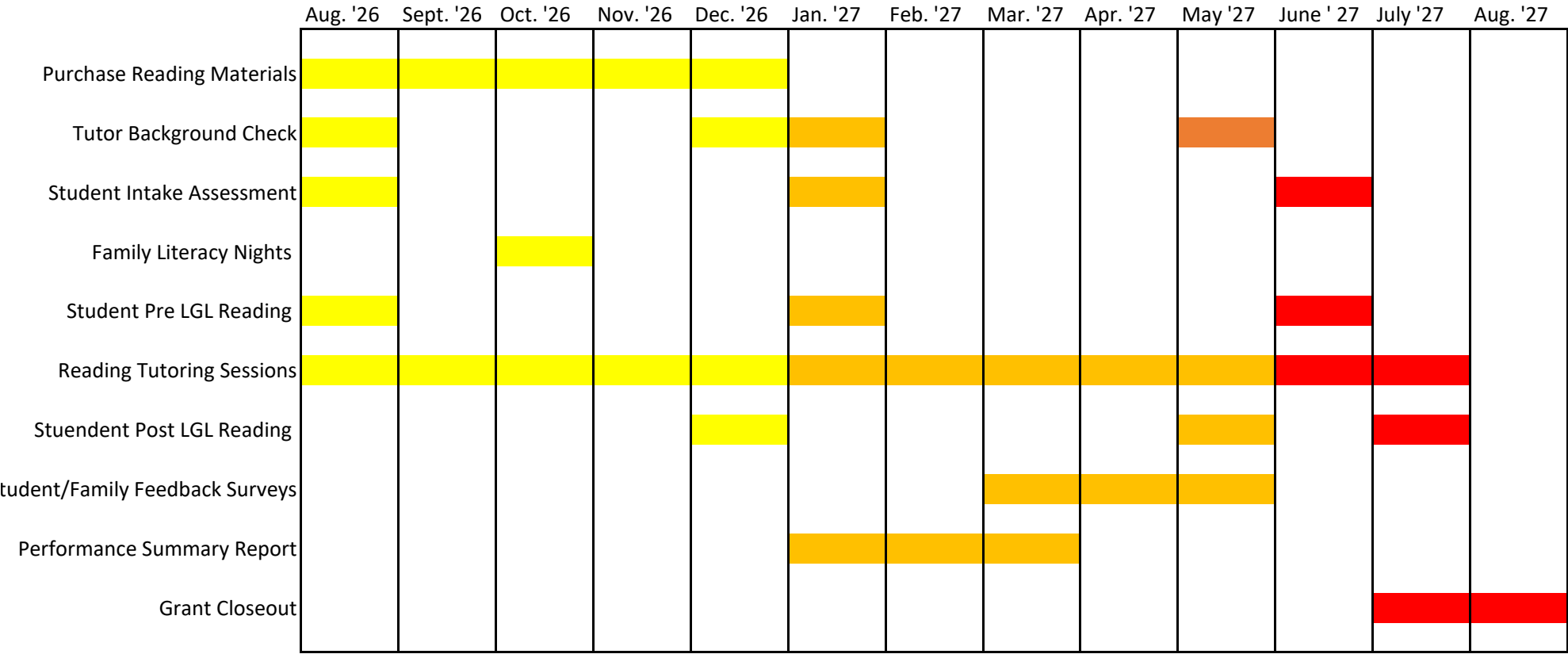
Year One



Color Keys	
Fall 2025	
Spring 2026	
Summer 2026	
Fall 2026	

SCHEDULE OF COMPLETION

Year Two



Color Keys	
Fall 2026	
Spring 2027	
Summer 2027	