



NATIVE AMERICAN LIBRARY SERVICES ENHANCEMENT GRANTS

Sample Application NAE-260913-OLS-26

Confederated Tribes of the Grand Ronde Community of Oregon

Amount awarded by IMLS: \$149,355

The Confederated Tribes of Grand Ronde will enhance the vital role of the Grande Ronde Tribal Library, which serves approximately 5,700 enrolled Tribal members in a rural region of western Oregon. Project funds will support a variety of activities designed to address the needs of students at the new Tribally operated school, Early Childhood Education families, Elders, parents and caregivers, and newly enrolled Tribal members in particular. The library will purchase books and supplies for Summer Reading, hold cultural craft classes, Elder movie events, open house literacy events, Native-designed fidget boards for students to support sensory regulation, purchase a SMART TV for presentations and educational media, and develop six new Tribal-authored books. Its library workforce will participate in skill-enhancing professional development meetings and conferences. The project will provide direct benefit to the Tribal citizens within its project service area.

Attached are the following components excerpted from the original application.

- Tribal profile
- Proposal 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.

Connecting Generations: Enhancing Literacy, Culture, and Community Through the Grand Ronde Tribal Library

Confederated Tribes of the Grand Ronde Community of Oregon

Application for Native American Library Services Enhancement Grants

Tribal Profile

The Confederated Tribes of Grand Ronde Community of Oregon (CTGR) is the modern-day government of more than 30 Tribes and bands whose ancestors lived across western Oregon, southwestern Washington, and northern California since time immemorial. These communities endured forced removal to the Grand Ronde Reservation in the 1850s, the federal policy of Termination in 1954, and decades of profound cultural, educational, and economic disruption. After a long grassroots effort, the Tribe's federal status was restored in 1983, marking the beginning of a new era focused on rebuilding governance, revitalizing culture and language, and supporting a literate, informed, and self-sufficient Tribal community.

The CTGR government is led by an elected Tribal Council and supported by departments responsible for education, culture, health, and community services. The Grand Ronde Tribal Library operates within the Tribal Education Department and collaborates with partners including the Tribally operated school (Oregon's first state sponsored Tribal charter school), Early Childhood Education, Youth Enrichment, Cultural Resources, the Elders Activity Center, and Community Health. Together, these programs support multigenerational learning and cultural continuity.

Located in a rural region of western Oregon, the Grand Ronde community serves approximately 5,700 enrolled Tribal members and local residents across Polk and Yamhill counties. The Tribal Library is uniquely important in this setting: it is the only library within walking distance for Tribal households and the only library in the area that offers collections and services specifically designed for Tribal audiences, including cultural materials, Native-authored resources, early literacy supports, and Tribal-centered workforce development tools.

As a public-facing, multigenerational community hub, the library provides books, digital access, cultural collections, educational programs, youth and family literacy activities, and elder-focused events. It plays an essential role in supporting PreK–12 learners at the Tribally operated school and in strengthening community wellbeing across all ages. In the post restoration era, the Tribal Library continues to advance the Tribe's commitment to building an informed, empowered, and self-determined community.

Connecting Generations: Enhancing Literacy, Culture, and Community Through the Grand Ronde Tribal Library

Confederated Tribes of the Grand Ronde Community of Oregon

Narrative for Native American Library Services Enhancement Grants

Funding Opportunity Number: NAG-ENHANCEMENT-FY26

Assistance Listing Number: 45.311

Project Justification

The Confederated Tribes of Grand Ronde has identified a critical and timely opportunity to strengthen educational, cultural, and community-serving library resources during a period of rapid growth in Tribal educational infrastructure. The opening of Oregon's first state sponsored Tribally operated charter school, combined with expanding Early Childhood Education (ECE), Youth Enrichment, Membership, and Elders programs, has significantly increased demand for culturally grounded literacy support, educational materials, technology, and multigenerational programming. The Grand Ronde Tribal Library is central to meeting these needs, yet current resources are insufficient to fully support the expanding Tribal community and the specialized needs of Tribal learners.

Needs, Challenges, and Opportunities

1. Expanding educational demands.

As more Tribal members return home to Grand Ronde and the surrounding area, the demand for accessible literacy services has increased.

- According to the Oregon Department of Education annual report card, only 30% of American Indian students met proficiency in English Language Arts. In 2024, the Tribe responded to ongoing literacy challenges and chronically low graduation rates among tribal youth by embracing School Choice options, resulting in the establishment of an innovative tribally operated school. The *Shawash-ili?i Skul* currently serves grades preK-5, with the intention of serving grades K-12, and is in the process of becoming Oregon's first state-sponsored Tribal charter school. The new charter school has created a sudden and substantial increase in PreK-12 resource needs. Students rely on the library for relevant books, learning tools, multimedia resources, and space for programs. The Tribal Library is part of the school's facility footprint.
- In 2025, the Tribe opened the 26,000-square-foot Early Care and Education Center, a 12-classroom campus designed to meet the early learning and child development needs of Tribal families. The Tribal Library, located directly adjacent to this new facility, now serves as an essential educational hub for early literacy, family engagement, and cultural connection for the growing number of infants, toddlers, and preschool-aged children served by the Center. As the ECEC significantly expands the number of families participating in early learning programs, the demand for culturally relevant books, manipulatives, early literacy packets, and family-centered programming has increased sharply. Current library resources—originally scaled for a smaller early learning population—are no longer adequate to meet this intensified need. Without additional materials and program capacity, the library cannot effectively support early language development, culturally grounded learning, and school readiness for the expanded population of Tribal children and their families. Strengthening the library's early learning resources is therefore essential to ensuring that the Tribe's investment in early childhood education is

fully supported and aligned with community expectations for high-quality, culturally rooted early literacy services.

- In 2025, the Tribe passed a new enrollment ordinance that expanded eligibility to descendants of Grand Ronde parents or grandparents and removed previous 1999 restrictions. The amendment shifts enrollment away from a fixed blood-quantum requirement and establishes an annual acceptance limit, with exemptions for infants and youth in juvenile dependency cases. As a result, the Tribe anticipates steady membership growth, including over 150 new members per year who want to reconnect with Grand Ronde culture, history, and community life for the first time. These new members seek access to culturally relevant books, programs, and learning resources, making the Tribal Library a central point of orientation and cultural education. Library staff incorporated this audience into project planning after noting increased inquiries from prospective and newly enrolled members. The proposed activities directly support new members' cultural learning and community integration. By including new Tribal members as a primary audience, the project supports the Tribe's long-term goal of strengthening belonging, cultural continuity, and access to educational resources for all families.

These needs were identified through Education Department planning sessions, library usage tracking, and direct feedback from teachers and program staff, all showing increased demand for student-centered, multilevel literacy resources.

2. Lack of accessible, culturally relevant library services in the rural area.

Grand Ronde is a rural community, and the Tribal Library is the only library within a reasonable distance for most Tribal households. It is also the only library in the region offering collections and programs specifically tailored to Native audiences, including Tribal history books, culturally relevant early-learning materials, Native-authored works, and Tribal-focused workforce development resources. The Tribe has prioritized housing for Elders, resulting in an increase in the Tribes Elder community and a subsequent increase in the need for elder-centered programs. Community surveys and Elders program feedback repeatedly show that distance, transportation limitations, and lack of culturally specific materials in nearby towns create barriers to literacy development and lifelong learning. Located just two blocks from the Elder Housing community, the Tribal Library is uniquely positioned to address these barriers.

3. Cultural revitalization and community wellbeing.

The Tribe's post restoration priorities include rebuilding cultural knowledge, supporting youth identity development, and strengthening self-sufficiency and wellness. The library plays a central role in cultural preservation through collections, author development, and culturally based classes. Requests from Tribal members during community open houses and cultural events have emphasized the need for more cultural programming and Tribal-specific learning materials for children and youth.

4. Infrastructure, technology, and programming gaps.

Library staff have documented the need for updated shelving to support a growing collection; technology such as a SMART TV to host educational and cultural programming; and supplies for high-demand activities like summer reading, cultural craft classes, and Elder-focused events. Staff also reported high engagement with the 12 Tribal books produced under a prior IMLS award—demonstrating clear community demand for newly authored Tribal stories.

Together, these qualitative and quantitative findings demonstrate that the library must expand and enhance its resources to keep pace with community needs, support Tribal education systems, and foster culturally grounded learning opportunities for all ages.

Primary Audiences and Their Involvement

The primary audiences for this project are:

- **Students at the new Tribally operated school** (PreK–5 with eventual expansion to PreK-12), who rely on the library for research materials, culturally relevant literature, and project-based learning tools. School administrators and teachers participated in planning discussions that shaped the need for additional books, supplies, technology, and programming.
- **Early Childhood Education (ECE) families**, including infants receiving literacy welcome packets. ECE staff provided direct input on early learning materials and culturally relevant content needs.
- **Youth Enrichment participants**, who regularly use the library for homework support, cultural classes, and enrichment activities.
- **Elders**, engaged through Elder Activity Center programs, including movie nights, cultural activities, and community classes.
- **New Tribal Members**, who are joining the community under the Tribe’s updated 2025 enrollment ordinance and seek access to cultural learning materials, orientation resources, and programs that help them build connection and familiarity with Grand Ronde history, identity, and community life.
- **Parents and caregivers**, who expressed a desire for more family-friendly literacy activities through community feedback at open houses.
- **Community members and Tribal departments**, who depend on the library for workforce development resources, culturally grounded materials, and shared programming space.

These groups were consulted through surveys, informal feedback, planning meetings, and observations of program participation. Their input guided the selection of project activities, including authoring new Tribal books, expanding programming, and adding culturally relevant materials and displays.

Scope of Activities Addressed in This Project

The goal of this project is to strengthen literacy, cultural learning, and multigenerational engagement in the Grand Ronde community by enhancing Tribal Library resources, programs, technology, and spaces so that children, families, Elders, and newly enrolled Tribal members have equitable access to culturally grounded, high quality learning opportunities. To implement this goal, the Grand Ronde Tribe shall implement a broad but coherent set of enhancements designed to meet documented needs across the lifespan:

- Professional development for library staff to improve capacity for effective program development.
- Shelving and space improvements to improve access to materials and encourage deeper engagement
- Books and supplies for the Summer Reading Program to maintain and expand literacy and engagement over the summer months.
- Infant literacy welcome packets to encourage early literacy and cultural immersion at an early age while establishing the Library as a welcoming place for new parents.
- Materials for community open house giveaways that encourage at-home reading and cultural engagement.
- Authoring, illustrating, and purchasing four additional books emphasizing Tribal culture, history, and stories that promote literacy through the lens of cultural stories while also preserving these stories for future generations.
- Cultural craft classes to promote hands-on cultural learning, strengthen identity and belonging, and increase multigenerational engagement with traditional Grand Ronde knowledge.

- Elder movie events and jam making class to provide meaningful cultural enrichment, support lifelong learning, and foster social connection and wellness among Elders through shared experiences rooted in community traditions.
- SMART TV for presentations and events to enhance the quality of educational and cultural programming by enabling multimedia instruction, virtual content sharing, and accessible learning opportunities for all ages.
- Native-designed fidget boards for students to support sensory regulation, increase focus, and create culturally grounded learning accommodations that help students participate more fully in library and school activities.
- Canoe themed seating area for cultural and youth engagement to create a welcoming, culturally significant learning space that encourages reading, storytelling, and peer interaction while reinforcing connection to Grand Ronde traditions.
- Native author book signing events to inspire readers, elevate Indigenous voices, and strengthen literacy by connecting community members directly with Tribal authors and culturally relevant stories.

These activities collectively strengthen Tribal learning pathways, improve access to cultural and literacy resources, and support the Tribe's long-term goal of fostering a literate, informed, and self-sufficient community.

Summary

- **How the proposal aligns with NAE Program Goal**

This project addresses NAE Program Objective 1: Serve the learning needs and interests of the community through development and enhancement of programs, cultural materials, technology, and library staff capacity to strengthen library services for the Confederated Tribes of Grand Ronde. Activities support learning, cultural education, and community wellbeing for Tribal members and local residents.

- **Description of Need**

The library must meet increased demand resulting from the opening of the Tribally operated school, growing ECE and youth programs, expanded Tribal membership, and expanded Elder activities. As the only walkable and culturally specific library in the region, the library must provide culturally grounded materials, technology, programming, and space improvements to support literacy, cultural revitalization, and lifelong learning.

- **Primary Audience**

Primary audiences include students (PreK–12), ECE families, youth enrichment participants, Elders, parents/caregivers, and Tribal departments who rely on the library for culturally relevant learning materials, literacy programs, technology access, and community programming. Their input directly informed project design.

Research and evidence supporting the measurable impact of these program components can be found in the attachment titled *Supporting Information: Justification and Bibliography*.

Project Work Plan

1. Sequence of Activities

The project includes a coordinated set of educational, cultural, and infrastructure-supporting activities that will take place over the two-year- grant period. Activities are sequenced to ensure efficient implementation and alignment with the academic year and cultural programming cycles.

Year 1

1. Project Launch & Procurement (Months 1–3)

- Purchase shelving, SMART TV summer reading materials, cultural craft supplies, art-display equipment, open-house materials, infant literacy packet supplies, and fidget boards.
- Contract with a Tribal author/illustrator(s) to begin development of four new Tribal-focused books.

2. Program Implementation (Months 3–12)

- Deliver two staff professional development conference experiences.
- Launch summer reading programming.
- Deliver three cultural craft classes.
- Host first open house and giveaway event.
- Implement Elder movie events (2/year).
- Install shelving and canoe seating area; deploy fidget boards.

Year 2

1. Continuation & Expansion (Months 13–24)

- Continue professional development for two staff members.
- Deliver second round of cultural craft classes (3 additional).
- Conduct Elder jam-making class and two more Elder movie events.
- Host second open house and giveaway event.
- Finalize, print, and add four newly authored Tribal books to the library collection.

2. Dissemination & Evaluation (Months 20–24)

- Host two Native author book-signing events.
- Evaluate program effectiveness using surveys, attendance records, feedback from Tribal departments, and staff observations.
- Compile final lessons learned and share outcomes with community stakeholders.

This sequencing ensures activities are conducted at realistic intervals and can be supported with available personnel and resources.

2. Key Staff and Roles

- **Project Director (Angela Fasana, Education Department Manager):** Oversees all project activities, supervises staff, manages procurement, oversees partnerships, and ensures timely reporting. Angela brings over twenty years of program and grants management to this project, including comprehensive experience with IMLS grant implementation. Fasana is credited with expanding Grand Ronde's book authorship program and is directly responsible for library operations.
- **Crystal Bigelow, Tribal Library Aide:** Lead Summer Reading Program, coordinate cultural classes, manage new technologies, prepare literacy packets, and support community events. Crystal brings eight years of library program management experience to the project, including experience implementing IMLS grants.

Supporting partners

- **Grand Ronde Education Department leadership and school staff:** Provide ongoing input on student needs, coordinate learning activities, and integrate materials into school programs.
- **Grand Ronde Cultural Resources Department leadership:** Provide insight and leadership surrounding cultural activities.

The staffing plan is appropriate for the scope of work and leverages staff with direct knowledge of Tribal learners, culture, and community priorities.

3. Stakeholder Involvement and Ongoing Input

Stakeholders played a key role in identifying needs and designing project activities. Input was gathered through:

- Meetings with Education Department staff and the leadership of the Tribally operated school
- Feedback from ECE teachers and families
- Youth Enrichment program staff observations
- Surveys and informal comments from Elders
- Community feedback during open houses and cultural events
- Library usage data documenting increased demand

Throughout the project, stakeholder feedback will continue to be incorporated through:

- Quarterly check-ins with school, ECE, Youth Enrichment, and Elders program staff
- Post-event surveys and sign-ins
- Community listening sessions at open houses
- Observation logs maintained by library staff

This ongoing engagement ensures activities remain community-driven and responsive to evolving needs.

4. Leveraging Existing Resources, Assets, and Partnerships

The project will make full use of existing Tribal infrastructure, cultural expertise, and partnerships:

- **Cultural Resources Department:** Provides expertise for book development, cultural classes, and art displays.
- **Tribally Operated School:** Supports student engagement, identifies material needs, and uses library resources to strengthen learning.
- **ECE and Youth Enrichment Programs:** Offer coordinated literacy activities and program alignment.
- **Elders Activity Center:** Collaborates on Elder movie events and cultural activities.
- **Regional Library System:** Provides access to interlibrary loan, cataloging support, and a broader network of resources.
- **Library Spaces & Equipment:** Existing meeting spaces, shelving, technology, and staff expertise will be integrated into the new programming.

These partnerships ensure that Tribal knowledge keepers, educators, and program leaders strengthen the success and cultural integrity of all activities.

5. Sharing Results and Lessons Learned

Project outcomes and lessons learned will be shared broadly to maximize community benefit:

- **Community Presentations:** At open houses, Elders events, and school-family gatherings.
- **Library Website & Social Media:** Posting new Tribal books, program highlights, and event summaries.
- **Education Department & Tribal Council Reports:** Including outcomes, participation data, and recommendations for continued growth.
- **Regional Library System Channels:** Sharing new Tribal-authored materials and program models with partner libraries.
- **IMLS Final Report:** Documenting outcomes, effectiveness, and replicable components for other Native communities.

The dissemination plan is realistic and leverages existing communication channels to reach families, Tribal leaders, educators, and the wider community.

Summary of the Work Plan

- **Appropriate and Realistic Use of Time, Financial, Personnel, and Other Resources**

The project is structured across a two-year period that aligns with the Tribal academic calendar, seasonal programming, and staff capacity. Activities such as procurement, professional development, program delivery, and book development are sequenced to ensure efficient implementation without overextending staff or budgets. Financial resources are allocated across allowable cost categories—including programming materials, technology, professional development, cultural specialists, and contracted creative services—to directly support learning and cultural activities documented as community needs. The Project Director, library staff, contracted Tribal author/illustrator(s), and collaborating Tribal departments collectively provide the skills and capacity necessary to deliver the project at its intended scope. This resource distribution ensures feasibility, sustainability, and accurate alignment with IMLS requirements.

- **How the Project Leverages Stakeholders, Existing Resources, Assets, and/or Potential Partners to Aid in Project Success**

The project is grounded in extensive collaboration with Tribal departments and community partners. The Tribally operated school, ECE, Youth Enrichment, Elders Activity Center, and Cultural Resources Department each play a specific role in shaping programming, identifying needs, and executing activities. The library also benefits from existing assets, including participation in the regional library system, established programming spaces, and staff experience with literacy and cultural programming. Community members, educators, and Elders provided input through surveys, program feedback, and listening sessions, ensuring that planned activities reflect genuine, community identified needs. These partnerships strengthen cultural integrity, expand reach, and ensure that the project remains responsive and community-driven.

- **Projected Effectiveness of the Plan for Communicating Results and Lessons Learned**

The communication strategy uses established Tribal communication channels—including community events, reports to Tribal Council, Education Department briefings, library social media, and the library's public-facing outlets—to share results widely and transparently. Program outcomes, new Tribal publications, attendance data, and lessons learned will be communicated at open houses, Elder gatherings, school events, and through updates to collaborating programs. This multi-layered approach ensures that findings reach all primary audiences—students, families, elders, educators, and other Tribal departments—and supports continued program refinement and sustained engagement beyond the grant period.

Project Results

Intended Results and Connection to Identified Need

The primary result of this project is a meaningful expansion of the Tribal Library's ability to meet the growing educational and cultural needs of the Confederated Tribes of Grand Ronde. As the Tribal community experiences rapid growth in school enrollment, early learning participation, and community engagement, the library must increase its capacity to provide culturally grounded literacy materials, learning tools, technology-enhanced

programming, and multigenerational services. Through this project, the library will produce tangible improvements—including new culturally relevant books, expanded collections, enhanced learning spaces, and enriched programming—that directly address the challenges identified by educators, families, Elders, and Tribal departments. These results will allow the library to fulfill its role as the only walkable and Tribal specific library resource in the rural Grand Ronde community, ensuring that students, families, and Elders have equitable access to high-quality learning opportunities.

Definition of Success and Methods of Evaluation

Success for this project will be defined through measurable gains in community access, literacy engagement, cultural participation, and satisfaction with library services. The library will evaluate progress through participation numbers in summer reading programs, cultural craft classes, Elder activities, open houses, and author events. Circulation statistics and material usage will track engagement with newly acquired items, including the four newly authored Tribal books and other culturally relevant resources. Surveys of students, caregivers, educators, and Elders will provide insight into the cultural relevance and usefulness of new materials and programs. Technology usage logs will reveal how effectively the SMART TV and are supporting events and educational activities. In early childhood programs, the distribution and follow-up engagement of infant literacy packets will serve as indicators of early learning success. Together, these methods will help the Tribe understand how well the project has strengthened literacy, cultural identity, and lifelong learning.

Accessibility and Use of Project Outputs

The materials and activities produced through this project will be fully accessible to all primary audiences. The four new Tribal books will be incorporated into the library's circulating collection, integrated into classroom instruction at the Tribally operated school, and shared within Early Childhood Education and Youth Enrichment programs. The regional library system will also make these titles available more broadly. Improvements to the library's learning environment—such as updated shelving, the canoe seating area, rotating Native art displays, and new technology—will be available daily to community members of all ages. Programming enhancements, including cultural classes and Elders events, will be offered regularly throughout the year, ensuring ongoing access to meaningful cultural learning opportunities. Because the Tribal Library is the only accessible, Tribal-specific library within walking distance for most Tribal households, these products will reach those most directly served by the Tribe's education and cultural revitalization efforts.

Sustaining the Benefits Beyond the Grant Period

The benefits generated through this project are designed to extend well beyond the two-year grant period. The new shelving, technology, canoe seating, and Tribal-authored books will remain permanent assets of the library, supporting learning for years to come. Staff who participate in professional development will carry their new skills into future programming, strengthening the library's long-term capacity. Ongoing collaboration with Tribal departments—including the school, ECE, Youth Enrichment, Cultural Resources, and Elders programs—will ensure that the library continues to serve as an integrated educational and cultural hub. Many of the project's activities, such as craft classes, author events, and Elder programming, are easily repeatable with modest funding and community support, making them sustainable in the long term. As awareness and engagement increase through expanded services, the library will continue to build lasting community investment in literacy, cultural revitalization, and lifelong learning.

Connecting Generations: Enhancing Literacy, Culture, and Community Through the Grand Ronde Tribal Library

Native American Library Services Enhancement Grants

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Project Year 1: October 1, 2026 – September 30, 2027

Months 1–3 (Oct–Dec 2026): Project Launch and Procurement

The project begins with purchasing shelving, technology (SMART TV and computer), summer reading materials, cultural craft supplies, rotating art display fixtures, open-house supplies, infant literacy packet materials, and Native-designed fidget boards. A contract is executed with a Tribal author/illustrator to begin developing six new Tribal books. Native artists are identified for the rotating art program.

Months 3–6 (Dec 2026–Mar 2027): Initial Program Setup and Installation

Shelving and canoe seating area are installed. Fidget boards are deployed for student use. Cultural display areas are prepared. First rotating Native art display begins. Author/illustrator begins initial drafts of the six Tribal books.

Months 4–9 (Jan–Jun 2027): Program Implementation—Part I

Library staff participate in their first year of professional development at library conferences. Summer Reading Program materials are prepared. Three cultural craft classes are delivered during this period. Elder movie events (two total this year) begin. The first open house event is hosted, including book giveaways and literacy activities.

Months 8–12 (Jun–Sep 2027): Expanded Programming and Evaluation Checkpoint

Summer Reading Program is delivered. Additional cultural programming continues. A mid-year evaluation is conducted with feedback from the Tribally operated school, ECE, Youth Enrichment, and Elders programs. Author/illustrator continues work on Tribal books, with draft manuscripts and initial illustrations completed by Month 12.

Project Year 2: October 1, 2027 – September 30, 2028

Months 1–3 (Oct–Dec 2027): Program Continuation and Development

Second year of staff professional development occurs. Cultural classes resume, and rotating art displays continue with new Tribal artists. Author/illustrator finalizes manuscripts and illustrations for all six new Tribal books.

Months 4–6 (Jan–Mar 2028): Print Production and Early-Year Programming

Six Tribal books move into printing and production. Cultural craft classes continue. Additional Elder movie events are held. Preparations begin for the Elder jam-making class.

Months 6–9 (Mar–Jun 2028): Community Engagement and Program Expansion

The Elder jam-making class is delivered. Spring cultural craft classes continue. The second open house event is held, featuring book giveaways, demonstrations, and family literacy activities. Teacher and family feedback is gathered to assess programming effectiveness.

Months 8–11 (Jun–Sep 2028): Book Release and Final Dissemination

All six newly authored Tribal books are added to the library collection and distributed for use in the Tribally operated school, ECE, Youth Enrichment, and Elders programs. Two Native author book-signing events are held. Final evaluation activities occur, including surveys, program participation analysis, and stakeholder debriefs.

Month 12 (September 2028): Project Closeout

Final reports and evaluation summaries are completed. Lessons learned are documented for continued use by the library and partner departments. Sustainability plans for repeating cultural classes, Elder activities, and literacy programs are finalized.