



NATIVE AMERICAN LIBRARY SERVICES ENHANCEMENT GRANTS

Sample Application NAE-260939-OLS-26

Hopland Band of Pomo Indians

Amount awarded by IMLS: \$142,897

The Hopland Band of Pomo Indians will create a Cultural Center with a museum, library, research hub, classrooms and concomitant digital strategies to help preserve waning Pomo language skills and share cultural artifacts with the larger community. The Hopland Band of Pomo Indians is in Mendocino County, which has a large population of Native Americans, including 15% of whom reside in Hopland. Currently, there is no cultural center or museum dedicated to Native American Culture. The funds will support salaries for the Tribal History and Preservation Officer, an intern, remote meeting equipment, books, and digitization. The project will provide direct benefit to Tribal members and the surrounding community.

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.

Proposal Overview

The Hopland Band of Pomo Indians (HBPI) proposes to create a Cultural Center with a museum, library, research hub, classrooms and concomitant digital strategies that will effectively preserve waning Pomo language skills, broaden the opportunity to share cultural artifacts with the larger community, and provide Pomo culture exposure to its younger members in order to preserve both a living language, respect for Pomo tradition, interest in contributing to activities and maintaining a vibrant present culture. The Cultural Center will be created in an existing exhibit space that is being renovated for this purpose. This project supports IMLS goals of life-long learning, strengthening community engagement and advancing collections stewardship and access. Further, it supports NAE program objectives of Serving the learning needs and interests of the Pomo and greater community, improving community well-being and providing access to/preservation of fast disappearing information/collections.

History and Present Context

The Hopland Band of Pomo Indians (HBPI) reservation is situated in the Sanel Valley, east of the town of Hopland in California's Mendocino County. The Sanel Valley and surrounding areas in what is now the southeastern portion of Mendocino County is the traditional home of the Hopland people since Indians settled in the area millennia ago. Sho-Ka-Wah or "east of the river" is the name of the people in the Central Pomo language. Their main village was named Shanel meaning "of the roundhouse" which had five assembly houses and many leaders or "captains" with a population estimated at 1500 before European contact. The Sanel Valley is central in proximity to many other Pomo Tribes and was once a main thoroughfare for many Native peoples trading from the coast to the rest of the Nation. Today there are approximately 140 adults and 45 school-age children who live on the reservation and a population of approximately 965 tribal members who live in the surrounding areas and are served by the Tribal Administration. These services include health, transportation, human services, after school programs, housing, park and recreation amenities and, specific to this application, Tribal History and Preservation activities, including cultural programming, traditional instruction classes, Pomo language preservation, and basketry.

The Tribe is governed by a Tribal Council consisting of seven council members, the Tribal Chair, Vice-Chair, Treasurer, Secretary and three members at large. The Council maintains and updates the Tribal Constitution and Bylaws, meets monthly, and holds elections for new leadership every two years for four-year terms. The Hopland Band of Pomo Indians has

numerous committees composed of Tribal members to address the interests of the Tribe, including an Education Committee, Elders Committee, and a Culture committee. The Council employs a Tribal Administrator who sees to the daily execution of governance and oversees the department managers, including the Tribal Historic Preservation Officer (THPO).

The community served by the THPO is larger than that served by the HBPI reservation. Repatriation of cultural remains and artifacts, Native American language preservation, cultural ceremonial practices, traditional artisan skills, native food ways and Native American History are of state and national interest. Continuing efforts to protect and preserve these interests is a primary focus in the Pomo community. HBPI is committed to promoting these efforts by creating a cultural center to serve the interests of the Tribe, Tribal Community and local community, while working with preservation organizations and educational institutions.

The surrounding community, native and non-native, are always welcome at HBPI cultural events and are invited to learn about HBPI culture ways. The Tribe is very involved in local schools, social organizations, and health organizations. There are Tribal Members serving on school boards, education committees, and college outreach programs, as well as many who are employed at local Elementary Schools, Middle Schools, High Schools, and Colleges. HBPI has MOUs with many Educational institutions and a very good working relationship with the University of California Hopland Research and Extension Center, which operates on lands adjacent to the reservation.

The Hopland Tribe conducted a feasibility plan in 2011 for a museum and cultural center on the reservation. Extensive outreach and data were collected to ensure that all the needs of the community were addressed. Since then, HBPI's previous THPO, Ramon Billy, has collected cultural materials and language archives from various museums and institutions. A vast amount of linguistic documentation of Pomo language was obtained from the Bancroft Library and Pheobe Hearst Anthropology Museum at UC Berkeley. Ramon also obtained language and history data from researcher Victoria Patterson and linguist Marianne Mithune to plan and develop language learning lessons for the Central Pomo language.

HBPI's current THPO, Katie Williams Elliott, is continuing the language revitalization plan. She is enrolled in a Northern Pomo language class at Mendocino College that is currently taught by Hopland Tribal member, Lori Thomas. Katie has also been accepted to attend the *Breath of Life Institute*, a week-long biennial workshop sponsored by the Advocates for Indigenous California Language Survival (AICLS) and UC Berkeley. Katie has also been accepted to the *7000 Languages Revitalization Fellowship*, a program designed to give

language learners the tools (curriculum development) needed to revitalize language. HBPI has a dedicated team ready and committed to building a cultural center that will be actively used for learning and instruction.

Project Justification

What the HPBI proposes in this grant application is to develop a Cultural Center with a museum, library, research hub, classrooms and concomitant digital strategies that will effectively preserve waning Pomo language skills. This center will broaden the opportunity to share cultural artifacts with the larger community in a museum setting and provide an enhanced opportunity for Pomo and other people to learn and keep alive the Pomo language and cultural heritage. Language is a large factor in understanding culture as it brings about kinship terms, formal address, informal address, how things are named and what language structure reveals about the speakers. It is known that loss of language correlates to loss of culture and cultural identity. Identity is a significant factor with today's Native American youth and creates a strong sense of cultural identity. It is therefore critical for the HBPI to provide Pomo culture exposure to its younger members in order to preserve both a living language, respect for Pomo tradition, interest in contributing to activities and maintaining a vibrant present culture.

Problem Statement

Pomo cultural practices and historical knowledge are rapidly disappearing despite preservation efforts. Various Tribal members, Tribal entities, and organizations have gathered information, recorded and documented some cultural practices, but have not compiled this information to a central location for organization and dissemination. Loss of culture is an issue for most tribes in the U.S. Exacerbating this issue is time as Elders, our "knowledge keepers", are passing on without teaching the next generation. HBPI holds cultural events, classes and workshops on the reservation at multiple locations such as the park, Tribal Dance Arbor, Event Center, gymnasium, Community Hall, Health Department and any other space available. With no designated area, it is difficult to plan and be consistent with any of these events. Materials, information and display items are stored in various locations, often tucked away with no proper preservation protection. Language classes have been attempted over the years but were not sustainable with these current conditions. A central resource center is needed for meeting space, classroom instruction, housing materials, research, organization and collaboration.

Currently, the Hopland Band of Pomo Indians has no Native Speakers. The last Native Speakers have passed on and there are only a few, perhaps five, Central Pomo Heritage Speakers in the surrounding tribes. Native Speakers of Central Pomo from surrounding tribes have been identified and have agreed to assist with translation, documentation, recordings and language instruction for preservation activities. These Native Speakers are

usually very old (70 years +) with no means of transportation, living on a fixed income, and very little technological knowledge. Because these Elders do not know how to use ZOOM, own a computer, cannot drive themselves, or have the equipment necessary to record and translate information, different Tribal outreach persons must travel and meet with these Elders at various locations. Without the proper recording equipment, any data collected needs to be reformatted and does not always convert to a media platform that will play on all devices. While much data has been collected, it all needs to be formatted digitally in a central database to create an effective language library and resource application. HBPI needs travel assistance and contractual stipends to provide Native Language Speakers, Heritage Speakers, Cultural Practitioners, and Educational Instructors with the means to organize in one place (the Cultural Center) to create and teach Central Pomo Language and other Traditional Practices.

Project Proposal

A cultural center will provide the Pomo community with a place to preserve and continue traditional practices and cultural knowledge. Mendocino County, which has a large population of Native Americans, of whom 15% reside in Hopland, does not have a Cultural Center or Museum dedicated to Native American Culture managed by Native Americans. There are museums that display Pomo history, Pomo items and artwork, in limited exhibits, at the discretion of non-Native curators. There are schools that include some Pomo culture in their instruction, but there is no center operating for the specific exposition of Native American History. The Cultural Center in Hopland will provide many opportunities to the Pomo inhabitants of Hopland, and surrounding community, by creating a place for museum exhibits, cultural exchange, language learning (Central Pomo and other languages), educational instruction, a library for Native American History and a research hub for students.

The Primary Audience for HBPI Cultural Center are Hopland Tribal Members, Pomo peoples from other Tribes, non-Native community members interested in cultural education, cultural exchange, cultural sensitivity, or educational administration wanting to be involved with integrating Native American curriculum. There is no age limit or age gap for knowledge. Language and learning start at birth and never end. A Cultural Center will provide a great opportunity for Elders and youth to interact and learn Tribal History. Special events and activities will include Elder's Story Telling, Pomo Language Classes, Native foods and nutrition classes, school tour groups, cultural traditional art workshops, museum exhibit shows, Pomo Language tool creation workshops (books, games, videos, etc.) and college

extension classes. The focus of this center will be to provide the community with an education hub for all fields and areas of interest.

HBPI already has building space designated for the Cultural Museum. An area that was once a preschool is being renovated to meet the needs of the Cultural Museum. This proposal does not request any funding for this building renovation but does request funds to create and maintain the cultural center during and after the physical renovation project.

Current Resources and Future Needs - Cultural Center

1. Museum

- a. HBPI resources: 998 square foot area for an exhibit space, one (1) restroom, four (4) new display cases, Cultural items to use in displays and an In-house contractor to build wall displays and research workstation.
- b. Needs: books, updated lighting fixtures, shelving, tools to build wall displays, and a contractual stipend for curator.

2. Library

- a. HBPI resources: 258.75 square foot area for library space, one (1) computer, two (2) file cabinets full of historical documents, manuscripts and cultural research materials, one (1) bookshelf, twenty (20) books, and an onsite IT manager to install computers.
- b. Needs: books, bookshelves, three (3) computer systems, three (3) desks, audio listening equipment, computer data storage devices, computer software for data/file conversion and digital media, three (3) chairs for workstations, additional seating furniture for reading areas, updated lighting fixtures, a part-time librarian/intern, part-time salary for THPO, contract stipends for Elders "Knowledge Bearers," contract stipends for cultural instructors, contract stipends for education or wellness instructors, contract stipend for IT Manager to assist with, media creation, technology installation, digital language preservation, and data conversion.

3. Indoor Classroom/ Activities Room

- a. HBPI resources: 600 sq ft area including a small kitchen with cabinets, counters and sink, internet capabilities, lighting, plumbing and HVAC.
- b. Needs: large dry-erase wallboard, projector, tables, chairs, laptop, laminator, laminate sheets, printer, small office supplies, electronic tablets, paper, remote meeting equipment, computer station, standing desk, shelves, storage containers, cleaning equipment (broom, vacuum, mop, etc.), refrigerator, stove cooking equipment and books.

4. Outdoor Classroom/ Native Plant Garden

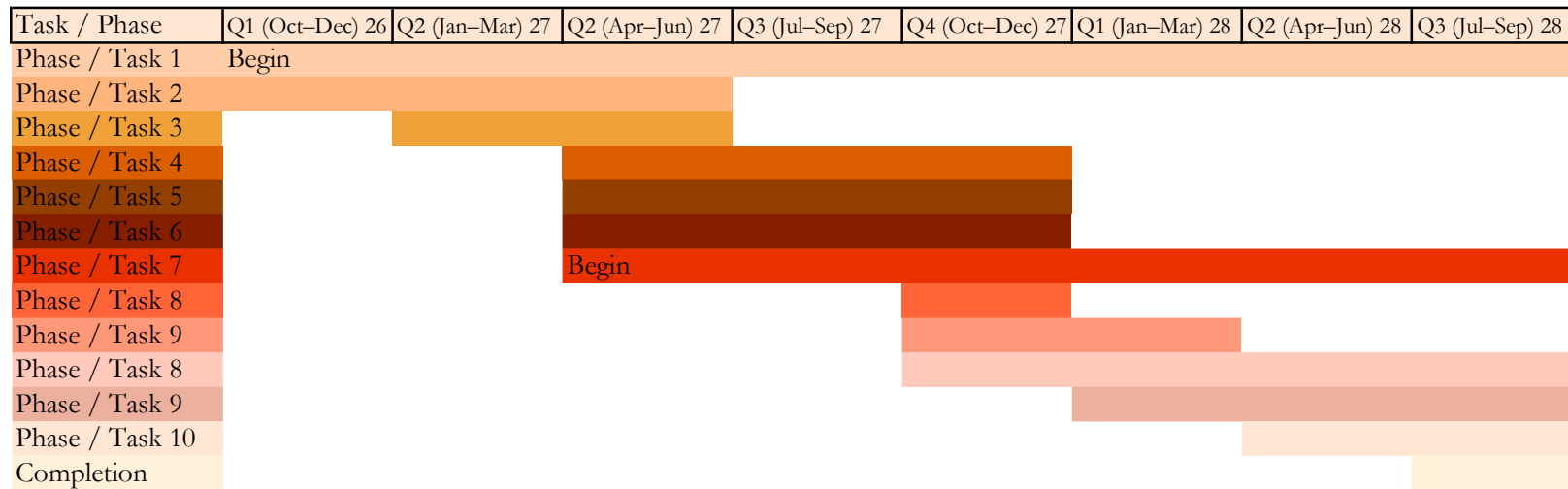
- a. HBPI resources: 6,348 square feet yard area with walking path, a chain-link perimeter fence, a water spicket, and an outdoor water station with sink basins and counterspace.
 - b. Needs: books, planting soil, gardening tools, a hose, small plant start containers, gardening gloves and a contractual stipend for herbologist, horticulturist, Traditional basket weaver, cultural demonstrator, or educational instructor.
5. Shed
 - a. HBPI resources: 120 square feet storage shed with loft shelving.
 - b. Needs: Storage containers, ramp, shelving and a locking door handle.
6. Office room
 - a. HBPI resources: 120 square feet room for office space.
 - b. Needs: two (2) desks, a desktop phone, a computer station, printer, chairs, and a shelf or cabinet.
7. Key Staff
 - a. HBPI Resources: THPO, Grant Manager, IT Manager, Fiscal Manager
 - b. Needs: a part-time librarian/intern, training fees registration fees and travel reimbursement for key staff, part-time salary for THPO, and a contractual stipend for IT manager.
8. Key Stakeholders
 - a. HBPI resources: Heritage Language speakers, local teachers, Elder Committee, Culture Committee, Education Committee, Tribal Youth Council and HBPI students.
 - b. Needs: Contractual stipends and travel reimbursement for instructors, training fees registration fees and travel reimbursement for Pomo language instructors.

Project Work Plan

Activity	Staff responsible	Involving Stakeholders
Setting up physical shelving, in museum and library	THPO, On-site Maintenance Manager,	Previously conducted feasibility plan,
Setting up Computer Technology, media technology and internet services in Cultural Center	Digital Preservation Specialist	
Collecting, organizing and formatting historical data.	THPO, IT Manager, Librarian Intern	

Hopland Band of Pomo Indians

Schedule of Completion



Phase / Task 1	Quarterly Meeting with Culture Committee to review project progress
Phase / Task 2	Organize and compile data for file conversion and storage-THPO and IT
Phase / Task 3	Purchase software/ hardware and supplies needed for library/museum
Phase / Task 4	Convert files and historic documentaion digitally and create user access program.
Phase / Task 5	Retrieve additional Historical documents/items from museums and universities
Phase / Task 6	Consult and Contract Cultural and or Educational Instructors to begin working on lesson plans
Phase / Task 7	Create Pomo Language materials for classes (ongoing and evaluated monthly) with instructors and IT
Phase / Task 8	Hire Librarian Intern
Phase / Task 9	Set up/ Arrange Cultural center and Museum physical space
Phase / Task 8	Hold weekly classes for Pomo language instruction and cultural workshops(evaluate monthly)
Phase / Task 9	Meet and plan educational instruction classes or workshops with local schools and other Tribes
Phase / Task 10	Implement scheduled classes activities and workshops to be held at Cultural Center.
Completion	Historical data will be archived physically, digitally and properly displayed with regularly scheduled instructional events.