EASTERN SHAWNEE TRIBE OF OKLAHOMA

ABSTRACT

The Eastern Shawnee Tribe of Oklahoma (ESTO) considers itself home to one of the premier cultural library programs in in northeastern Oklahoma. ESTO is the lead applicant for the Native American Library Services Enhancement Grant and **plans to accomplish** providing services to all tribal citizens regardless of their location. Our project aims to engage tribal citizens and the community through technology. Project SEE (Shawnees Electronically Engaged) will create a nation of learners as we enhance our tribe's digital access to native literature, collections, and content.

Our **proposal aligns with Educational Programming** as it includes programs for library patrons and community-based users to engage electronically through the development and implementation of STEM classes, technical education opportunities for toddlers, tribal youth, and tribal elders, and access to iPads for reading eBooks and/or listening to audio books. An emphasis is placed on the needs of our tribal community while building upon a cultural curriculum developed during a previously awarded IMLS project titled "We Respect Our Open Spaces" (**MN-00-16-0006-16**). The proposed **project will address community needs** based upon results from our 2017-2020 Strategic Plan as well as the tribe's Mission Statement and Guiding Principles.

The **performance goal** for this project is to strengthen the library as an essential partner in addressing the needs of the community. **Specific project activities** include, but are not limited to, purchasing supplies and equipment for project implementation, organizing STEM lessons at the Early Child Learning Center, developing and implementing a Book Club, and creating an elder storytelling event. The **intended audience for the activities** are toddlers, tribal youth, and tribal elders within our tribal community.

Intended outcomes for audience members in terms of measurable changes in understanding, interest, and confidence include our library being better prepared to: provide a program or service that addresses community needs, engage the tribal community, develop and maintain on-going relationships with the tribal community, and share knowledge and other resources as an active contributor to problem solving in the community. Intended **results** will engage library patrons and community-based users in our library programs and services, which prepares them to be full participants in our tribal community and our global society as we promote the use of technology to facilitate discovery of knowledge and cultural heritage. **Products** resulting from this project include 20 iPads for tribal citizens to check out and read eBooks and/or listen to Audio Books, an Aquos Board for interactive display and boosting creativity and participation levels during STEM lesson activities.

The **project will benefit** the 682 citizens within a 50-mile radius of tribal headquarters; however, it is our desire to serve and positively impact all 3,438 tribal citizens across the nation. Our **time frame for the project** is 24 months, or two (2) years, which is sufficient for us to accomplish our project's goal, activities, outcomes, results, and products. Formal surveys and interviews will be conducted to determine how tribal citizens perceive the change in access, context or usability of the library's programs, services, and ability to address community needs. Matrixes will be designed to measure, calculate and quantify data to ensure goals are being met. Data will be analyzed by the Project Director and reported to tribal citizens *via* the monthly tribal newsletter and tribal website. Success will be measured by completion of aforementioned activities.

The Eastern Shawnee Tribe kindly requests **$115,047** for the successful implementation of the IMLS Native American Library Services Enhancement funding opportunity with our grant application titled "Project S.E.E."

NARRATIVE

STATEMENT OF NEED

The Eastern Shawnee Tribe of Oklahoma (ESTO) considers itself home to one of the premier library and museum programs in northeastern Oklahoma. The library acts as a hub for cultural heritage and other information to tribal and non-tribal citizens in the community. The library provides services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, underserved rural communities, and children from families with incomes below the poverty level. We are aiming to engage all tribal citizens regardless of their location. Despite strong efforts to be as inclusive as possible, our rural area has limitations when it comes to accessing and utilizing technology.

Technology can be tough to figure out, especially if you never grew up with it. ESTO is aiming to reverse this trend by providing its citizens the opportunity to electronically engage with one another. Project SEE (Shawnees Electronically Engaged) is based off the idea that technology can bridge the gap between the elderly and youth while still being exposed to literature and their cultural heritage despite the fact that they are confined to a rural area.

The more you visit a place like our Woodlands Elder Independent Living Complex, you see a lot of tribal elders who do not have anyone to visit them or anyone to call family or friends, which is where Project SEE comes in. The plan is to engage tribal citizens of all ages, including toddlers, tribal youth, and tribal elders with the use of Facetime on an iPad Mini 4 Tablet (iPad) and SHARP Aquos Board. This will allow elders the opportunity to interact with the younger generation while the youth will have the chance to learn from the elderly through modern media.

The George J. Captain Library has an active Basic Grant and has also submitted a FY 2018 Native American Library Services Basic Grant application, which makes us eligible to apply for a FY 2018 Enhancement Grant. Funding for this project promotes the use of technology as tribal citizens will have immediate access to eBooks and Audio Books with an iPad. Toddlers and tribal youth will be better prepared to participate in global society with STEM (Science, Technology, Engineering, and Mathematics) lessons and a Summer Youth Library Program. All tribal citizens will be engaged as we develop and implement a Book Club where one can participate either in person or online. Project SEE provides learning experiences for everyone. Ultimately, this project places the learner at the center of engaging experiences in our library, encourages civic engagement, and promotes the use of technology to facilitate discovery of knowledge and cultural heritage.

Audience

ESTO intends to enhance existing library services while strengthening our ability to prepare our people to be full participants in our community and global society for current and future generations. With a unique opportunity to use technology in our tribal community as never before, we will be able to electronically engage with tribal citizens and make a lasting impact on our culture and heritage. This project will serve tribal and non-tribal citizens of all ages, with an emphasis on toddlers, tribal youth, and tribal elders as our target audience.

Population Profile

As of March 2018, there are 3,438 tribal citizens scattered across the United States. Less than 20% of tribal citizens live within a 50-mile radius of tribal headquarters. Many tribal citizens moved to the northwest during the Great Depression for employment. Most of those who moved to the northwest have stayed in that region. In fact, the 2nd largest concentration of ESTO

citizens is in Portland, Oregon. Despite the distance, strong bridges of communication exist between tribal headquarters and tribal households through mailed monthly publications of the tribal newspaper and website [https://www.estoo-nsn.gov/].

Location

ESTO's headquarters is located in the far northeastern corner of Oklahoma in Ottawa county near the rural town of Wyandotte. Major towns or cities near our tribal headquarters include Joplin, Missouri (30 miles) and Tulsa, Oklahoma (90 miles).

Economy

Ottawa County is home to just under 35,000 residents, of which nearly twenty (20%) percent are American Indian, compared to only nine (9%) percent across the State of Oklahoma. Ottawa County is also home to nine (9) Federally-recognized tribal headquarters. Our county's median household income from 2008-2012 was a mere $36,280, compared to the state average of $44,891. Sadly, 21.2% live in poverty in Ottawa County compared to 16.6% in Oklahoma. In fact, the United States Department of Agriculture (USDA) recently identified Ottawa County, Oklahoma as a StrikeForce in order to address the challenge of chronic and persistent poverty. Furthermore, our county qualifies as a HUBZone due to the high relative unemployment rate. Higher incidences of unplanned pregnancies, teen pregnancy, inadequate prenatal care, higher rates of low-birth-weight babies, infant deaths, and low immunization rates are all associated with the poverty in our county along with a myriad of other adverse health outcomes. To further illustrate our community poverty, the State School Superintendent recently published a Low-Income Report, in which our county had fifty-eight (58%) percent of students receiving a free lunch and twelve (12%) percent of students receiving a reduced lunch. In other words, seventy (70%) percent of the students in Ottawa County alone are considered low income. Poverty and other health factors are dangerous cycles that all too often haunt Native American communities, such as ours.

ESTO is currently serving many of the low- and moderate-income families through the Eastern Shawnee Tribal Housing Authority, Indian Child Welfare, Children and Family Services, Family Violence Prevention, Agency on Aging, and numerous other tribal departments. ESTO will continue to provide programs and services to low- and moderate-income people.

Education Levels

Based upon survey questions while developing the 2017-2020 Strategic Plan, tribal citizens were asked to provide their highest level of education. More than 60% of respondents have a college degree. (**Supportingdoc 1, page 3**)

Languages

The Shawnee language is at a vulnerable status. Out of the 3,438 Eastern Shawnee citizens, there are less than five (5) fluent speakers remaining. With most fluent speakers over the age of 50, the Shawnee language is on the brink of extinction. Preserving and sustaining the Shawnee language has increasingly become a high priority in our community.

Language carries with it an unspoken network of cultural values, which builds our identity and encourages our community to move toward social unity and self-sufficiency. Many, if not most, of Native American languages are at a critical juncture. Sadly, there is a dramatic decline of Shawnee speakers. In fact, there are only a handful of fluent Shawnee speakers based upon our most recent survey compared to 200 Shawnee speakers in 2004.

Our language is facing a serious possibility of becoming extinct if we do not act swiftly. In a 2009 PBS documentary titled "We Shall Remain" George Blanchard, said, "I first taught Shawnee language (9 years ago) to 88 people in Little Axe, OK. The Tribe's funding priorities

shifted and interest dropped dramatically. There are very few that I could walk up to and talk Shawnee for half a day. We've got to do something. There's no tomorrow."

Culture

The Eastern Shawnee Tribe lived throughout the region east of the Mississippi River. A highly nomadic and wandering group of people, they can be documented as living in the United States, Canada and Mexico. Because of their early geographic location and their lifestyle, the Shawnee People are generally known as Eastern Woodlands Indians.

Shawnee men were famous for their ferocity in battle. Two of the greatest warriors were Tecumseh and BlueJacket. Originally claiming access to thousands of acres (the concept of land ownership was foreign to Native Americans), Shawnees fought for the right to remain living in the Ohio Valley, but were outnumbered and constantly forced to move farther west and south.

In September of 1832, the United States Military forced 258 Shawnee and Seneca Indians to leave Ohio. Herded like cattle, they walked on foot and traveled approximately 700 miles. Many died, leaving their bones, their names, and their stories.

In the 1870s, Eastern Shawnee membership dropped to 69. Gone were our ceremonials and gone was our language. Once a culture rich in use of silver, split-toed or puckered moccasins and vegetable plantings of corn, beans and squash gave way to assimilation in the new world. Sometime after May 1937 when the Acting Land Field Agent of Indian Affairs wrote in a letter, "There will no doubt be, at some later date, an organization of some kind among the Shawnee Indians." The letter was written in reference to the 58.19 acres added to the Shawnee Reserve that year. The purchase of these allotment lands was made with contractual funds under the provision of the Oklahoma Indian Welfare Act of June 26, 1936. Slowly, but surely, we are regaining our lands, our culture, and our language. We are proud of our history, our legacy, and proud to say, "We are the Eastern Shawnee Tribe of Oklahoma".

The **specific need addressed through our project** is the ability to access and utilize technology. Many, if not most, of our tribal elders do not have access to an iPad or computer with Internet access. They travel great distances to other locations in order to find a hard copy of a book they are searching for or do not utilize our library at all. With our Independent Elder Complex only a few minutes away from the library, it seems inexcusable that we would not respond to needs that knit community members together through common experiences and shared interests.

Recently awarded Basic Library Grant funds have helped implement and develop the tribal library's use of OverDrive. This has allowed us the ability and opportunity to purchase eBooks as well as Audio Books. OverDrive is a digital distributor of eBooks, audiobooks, and other digital content. OverDrive's catalog includes more than 2 million digital titles with a global network of more than 27,000 schools and libraries, including ESTO's library. ESTO is able to be a part of this network with funds provided by IMLS' Native American Library Services Basic Grants Program. This **project is building upon other work** we have accomplished that best answers our tribal needs. An emphasis is placed on the needs of all in our tribal community as we build upon cultural curriculum developed during a previously awarded IMLS project titled "We Respect Our Open Spaces" (**MN-00-16-0006-16**).

The current **role of the library** is to act as a hub for cultural heritage and other information to tribal and non-tribal citizens in the community. In the past, the library was able to provide services to youth and the elder population on a regular basis with educational classes, such as research, technology, Shawnee language, crafts, health and wellness, cooking, and photography.

ESTO's George J. Captain Library's mission: "The Library Department shall provide services to Eastern Shawnee Tribal members, to all other Native American people and the general

public." Our goal remains the same; however, we are aiming to engage all ESTO citizens in our circulation regardless of their location. The library is open Monday through Friday from 8:00 a.m. to 4:30 p.m. only closing on federal holidays.

Our library is currently staffed with one (1) full-time library director, one (1) full-time librarian, and one (1) part-time Research Assistant for the IMLS funded project titled "Eastern Shawnee Digital Collection" (**MN-00-17-0009-17**). Together, they coordinate the circulation of more than 15,000 materials in collections including archives, eBooks, audio books, DVDs, Indian (Fiction, General, Juvenile), Juvenile (Fiction, Non-fiction), and References. While the circulation of the tribal library has increased, the number of books checked out has dropped each year. In fact, most patrons use the library for Internet access or checking out DVDs. Despite the fact there is an increase in the number of ESTO patrons to the library, less than 7% of tribal citizens' access, or frequent, the collections available in our library.

ESTO takes much pride in their library. The walls are lined with portraits and pictures of past tribal events or families dating back to the late 1800s. So much can be learned about the Eastern Shawnee culture, language, and history simply by browsing through our Indian section or attending one of our many classes offered to the public. The library also offers a modest computer lab with eight (8) computers that have internet-access at 512kbps for patron usage.

The library's collections are diverse as we provide current, relevant, and desirable information to both tribal and non-tribal citizens. This is due, in part, to our Guiding Principles stating "We will recognize the inherent worth of all people by treating them with dignity and honor. We will hold ourselves to a high standard of service. We will require performance, efficiency, and professionalism." Also, as we look to the future, "we recognize that milestones of the past teach us and goals for the future direct our path. With every decision, every action, we will keep the best interests of the tribe at the forefront of our consciousness." (**Supportingdoc1, page 7**) In order to be a progressive library, we must look beyond our doors and outside the walls. Therefore, enhancing access to collections through a searchable online database and library is a priority. To meet the ever-changing technology needs for our patrons and to provide access to tribal citizens across the nation, it is imperative that the library invest in more online resources in order to increase use and ease of access to information in these collections for all Americans.

The George F. Captain Library has undergone a radical change in collection development and library services over the past few years, thanks, in part, to funds from IMLS Basic Library Grants and IMLS Native American/Native Hawaiian Museum Services Grants. It is imperative that we respond to the community's needs as we retain our ever-growing patron base nationwide.

The type of **assessment conducted** to identify this need as a priority for the library stems from the 2017-2020 Strategic Plan. **Results from this assessment** include tribal citizen's wish to: 1) enhance technology between tribal owned and operated facilities to improve the overall communication capability; 2) sustain and develop young people; 3) work more as a team across all functions; 4) incorporate innovative and creative thinking while working collaboratively toward common goals; 5) increase educational opportunities for all tribal citizens; 6) provide incentives to encourage greater educational achievement; and 7) enhance web-based and digital communication to develop better intertribal and external communication and interaction. This assessment also led to the development of two (2) goals: 1) preserve and sustain ESTO culture within the tribe and nationally and 2) become a destination location that promotes ESTO culture and heritage providing a memorable experience for visitors. (**Supportingdoc1**)

We consider our approach to be the **best solution** to meet the needs of the targeted audience. There are many factors leading to acquiring access to information and educational

resources in an electronic, or digital, format. It can make reading and research easier, ease budget pressures on our library, and assist the library in extending access to collections with new media. Perhaps their most important advantage would be its ability to make information more available, raise its quality, and increase its diversity. Electronically enhancing our tribal community can, in principle, be the answer to our problem as it will allow us the opportunity to expand and sustain access for current and future generations.

PROJECT DESIGN

ESTO's **proposed work plan** involves as much organization, coordination, and promotion as possible while offering incentives for continued community support and participation. Orientation meetings are vital for Project Staff to review the project's goal, plan for activities, outcomes, results, and products. Supplies and equipment, such as iPads, an Aquos Board, and library materials are important for project implementation. An inventory of the supplies and equipment will help keep track of the location, usage, and maintenance of supplies and equipment. The STEM Teacher (Librarian) will plan, organize, and conduct lessons at the Learning Center utilizing classroom supplies, an iPad, and Aquos Board once per week during the academic calendar year. The Librarian will also carry out the Summer Youth Library Program with educational activities, independent reading, and story time twice per June and July and once in August. The Book Club will meet bi-weekly at the library and/or online. Patrons can participate in-person at the library or online using Facetime. The Book Club will feature a new book each month. Incentives, such as games, outdoor activities, and movies, will be provided on a quarterly basis for participants who finished reading the featured books. After much research and interviews, three (3) tribal elders will share stories from their past to the tribal community at the community building or outdoor classroom. An honorarium of $100 will be available for each elder for their time and service. Authorization to use photographs, audio, and/or video recordings will be obtained prior to any research or interviews (Supportingdoc5). Finally, the ESTO Grants Review Committee will meet with Project Staff to evaluate and monitor the project's effectiveness before submitting reports to IMLS. ESTO acknowledges and understands the responsibility for annually submitting a performance and financial report. We are aware that reports will be due according to the reporting schedule from the Official Award Notification for Grants and Cooperative Agreements. ESTO will submit reports electronically using the IMLS performance and financial report forms. (**Projectstaff, Scheduleofcompletion, and Budgetjustification**)

Performance Goal: Strengthen museums and libraries as essential partners in addressing the needs of their communities.

Objective #1: By the end of 24 months, the Eastern Shawnee Tribe of Oklahoma (ESTO) will conduct 72 STEM lessons for toddlers and tribal youth in the Early Child Learning Center to promote the use of technology and facilitate discovery of knowledge.

Objective #2: By the end of 24 months, ESTO will develop one (1) Summer Youth Library Program for tribal youth (ages 5-12) to provide engaging experiences that prepare them to be full participants within the tribal community.

Objective #3: By the end of 24 months, ESTO will implement one (1) Book Club for all tribal citizens to advance cultural and civic engagement.

Objective #4: By the end of 24 months, ESTO will establish one (1) Elder Storytelling Event for all tribal citizens in order to promote cultural heritage.

Specific questions for this project were derived from both the conception of the 2017-2020 Strategic Plan and departmental meetings. Questions asked while creating the Strategic Plan included: 1) What is the number one strategic opportunity that ESTO should focus on to secure its future as a thriving tribe?; 2) What one thing do you think could most hinder or get in the way of ESTO's future success?; and 3) Using your most innovative and creative thinking, without limitations or restrictions, what is one thing that ESTO could do that would have a profoundly positive impact on its future?

Answers from tribal citizens demonstrate a need for a project such as ours. For example, they wish to: 1) enhance technology between tribal owned and operated facilities to improve overall communication capability; 2) sustain and develop young people; 3) work more as a team across all functions; 4) incorporate innovative and creative thinking while working collaboratively toward common goals; 5) increase educational opportunities for all tribal citizens; 6) provide incentives to encourage greater educational achievement; and 7) enhance web- based and digital communication to develop better intertribal and external communication and interaction. (**Supportingdoc1, pages 3 and 5**)

These answers later led to discussions during an impromptu library departmental meeting asking: 1) What is our community's current condition in relation to library programs and services?; 2) Who, specifically, is impacted by this condition?; 3) What will happen if this condition is resolved/not resolved?; 4) Where, specifically, is this condition occurring?; 5) Why does this condition occur?; and 6) What role can the library have in addressing this condition?

After much thought, planning, and research, we believe our library has the capacity to respond to community members' needs. Both the Library Director and Librarian researched STEM lesson activities and prepared sample lesson plans as well as a calendar of events for the Summer Youth Library Program. Tribal leadership demonstrated their strong support by authorizing the submission of this application in a resolution. Departments, such as the Early Child Learning Center (ECLC), Housing Authority, and Internet Technology provided letters of support for this project as well. (**Supportingdoc2, pages 1-14 and Supportingdoc4**)

High-level **activities to implement the project** include: 1) orientation meetings; 2) purchase supplies and equipment; 3) conducting STEM lessons at the ECLC; 4) develop and implement a summer youth library program; 5) develop and implement a Book Club; 6) interview and research tribal elders; 7) create an annual elder storytelling event; 8) create announcements and promotional material for the tribal website and tribal monthly newsletter; 9) evaluate the project; and 10) submit reports.

ESTO **engaged the community with preliminary work and planning** while creating the 2017-2020 Strategic Plan (**Supportingdoc1**) Our proposed project **aligns with Educational Programming** as it includes programs for library patrons and community-based users to engage electronically through the development and implementation of STEM classes, technical education opportunities for toddlers, tribal youth, and tribal elders, and access to iPads for reading eBooks and/or listening to Audio Books. An emphasis is placed on the needs of all in our tribal community as we build upon a cultural curriculum developed during a previously awarded IMLS project titled "We Respect Our Open Spaces" (**MN-00-16-0006-16**). **Results will be compatible with other resources that follow existing standards.**

Our proposed **project will _not_ include any digital content**; however, the Project Assistant will create digital announcements and promotional material for the tribal website and tribal monthly newsletter. All announcements and material will include the IMLS logo as well as the

statement, "This project was made possible in part by the Institute of Museum and Library Services".

IMPACT

The intended goals of the project are based upon IMLS' mission to advance innovation, lifelong learning, and cultural and civic engagement to create a nation of learners. As stewards of cultural and natural heritage with rich, authentic content, we aim to provide learning experiences for everyone. Our project aims to engage tribal citizens and the community through technology. Project SEE will create a nation of learners as we enhance our tribe's digital access to native literature, collections, and content. The performance goal for this project is to strengthen the library as an essential partner in addressing the needs of the tribal community. Intended results will engage library patrons and community-based users in our library programs and services, which prepares them to be full participants in our tribal community and our global society as we promote the use of technology to facilitate discovery of knowledge and cultural heritage.

Our goal focuses on **achieving positive public outcomes** for our tribal community and individuals. In fact, this project includes efforts to serve: individuals of diverse geographic, cultural, and socioeconomic backgrounds, underserved rural communities, and children from families with incomes below the poverty level.

The broad outcome to be achieved is to complete the transformation of the library into a first-class information center that will positively affect the lives of all citizens in the area, and improve the tribe's standing in the community. Although the library is small, the performance goal and project goal set forth in this proposal have the potential to affect a magnitude of people in our community and beyond, offering hope for a better tomorrow.

Intended results will engage library patrons and community-based users in our library programs and services, which will prepare them to use technology for the discovery of knowledge, engage in experiences that prepare them to be full participants in the community, advance cultural and civic engagement, and promote cultural heritage.

The **project will specifically benefit individuals** of diverse geographic, cultural, and socioeconomic backgrounds, underserved rural communities, and children from families with incomes below the poverty level by accessing and utilizing technology in order to electronically bridge the gap between tribal citizens while still being exposed to literature and cultural heritage. We **expect an increased interest and/or confidence** in using technology among tribal citizens.

We will **measure progress towards achieving our goal** by the number of tribal citizens checking out iPads, number of tribal citizens using Facetime with toddlers and tribal youth at the ECLC, number of tribal citizens reading eBooks and/or Audio Books using OverDrive, number of participants in the Book Club, number of tribal youth participating in the Summer Youth Library Program, and number in attendance at the elder storytelling event.

A far-reaching impact is most likely to be made because our diaspora community is eager to tap into electronic resources and other documents online. Other tribes will be able to create, implement, and document workable models of our project for successful, widespread adaptation.

SCHEDULE OF COMPLETION
YEAR 1 – Project S.E.E.

The schedule of completion reflects each major activity identified in our application narrative and the project dates identified on the SF-424S and IMLS Budget Form.

	O	N	D	J	F	M	A	M	J	J	A	S
Activity 1 – Award Notification	■											
Activity 2 – Hire IMLS Project Staff	■	■										
Activity 3 – Project Orientation and Planning		■	■									
Activity 4 – Procure Project Supplies and Equipment		■		■	■	■						
Activity 5 – S.T.E.M. Lessons at ECLC				■	■	■	■	■				■
Activity 6 – Implement Summer Youth Library Program									■	■	■	
Activity 7 – Implement Book Club Program				■	■	■	■	■	■	■	■	■
Activity 8 – Book Club Incentive Event						■						■
Activity 9 – Research, Outreach, and Dissemination				■	■	■	■	■	■	■	■	■
Activity 10 – Elder Storytelling Event							■					■
Activity 11 – Evaluate and Submit Reports			■									■

Outline of YEAR 1 Activities	
1	Review and accept IMLS award; notify Key Staff, Administration, Accounting Department, and the HR Specialist
2	Advertise, interview, and hire IMLS Project Assistant
3	Conduct orientation meeting with Key Staff in order to review the project's goal and plan for activities, outcomes, results, and products
4	Purchase supplies and equipment for project implementation; create an inventory of supplies and equipment
5	Organize S.T.E.M. lessons at Early Child Learning Center utilizing S.T.E.M. classroom supplies and Aquos Board once per week during the school year
6	Carry out summer youth library program with educational activities, independent reading, and story time twice per June and July and once in August
7	Meet bi-weekly at the library and/or online; feature a new book each month
8	Provide incentives on a quarterly basis to participants in the book club who finished reading 1 book per month
9	Interview and research tribal elders; create digital announcements and promotional material for the tribal website and tribal monthly newsletter
10	Three (3) tribal elders will share stories from their past to the tribal community at the community building or outdoor classroom
11	The Grants Review Committee will meet with key staff to evaluate and monitor the project's effectiveness. Submit performance and financial reports due to the reporting schedule from the Official Award Notification for Grants and Cooperative Agreements. Reports will be submitted electronically using the IMLS performance and financial report forms.

SCHEDULE OF COMPLETION
YEAR 2 – Project S.E.E.

The schedule of completion reflects each major activity identified in our application narrative and the project dates identified on the SF-424S and IMLS Budget Form.

	O	N	D	J	F	M	A	M	J	J	A	S
Activity 1 – Project Planning	■											
Activity 2 – Procure Project Supplies	■	■	■	■	■	■						
Activity 3 – S.T.E.M. Lessons at ECLC	■						■	■				■
Activity 4 – Continue Summer Youth Library Program									■	■	■	
Activity 5 – Continue Book Club Program	■	■	■	■	■	■	■	■	■	■	■	■
Activity 6 – Book Club Incentive Event			■			■			■			■
Activity 7 – Research, Outreach, and Dissemination	■	■	■	■	■	■	■	■	■	■	■	■
Activity 8 – Elder Storytelling Event							■					
Activity 9 – Evaluate and Submit Reports						■						■

Outline of YEAR 2 Activities	
1	Conduct planning meeting in order to schedule and plan for activities, outcomes, results, and products
2	Purchase supplies for project implementation; create an inventory of supplies
3	Organize S.T.E.M. lessons at Early Child Learning Center utilizing S.T.E.M. classroom supplies and Aquos Board once per week during the school year
4	Carry out summer youth library program with educational activities, independent reading, and story time twice per June and July and once in August
5	Meet bi-weekly at the library and/or online; feature a new book each month
6	Provide incentives on a quarterly basis to participants in the book club who finished reading 1 book per month at the library
7	Interview and research tribal elders; create digital announcements and promotional material for the tribal website and tribal monthly newsletter
8	Three (3) tribal elders will share stories from their past to the tribal community at the community building or outdoor classroom
9	The Grants Review Committee will meet with key staff to evaluate and monitor the project's effectiveness. Submit performance and financial reports due to the reporting schedule from the Official Award Notification for Grants and Cooperative Agreements. Reports will be submitted electronically using the IMLS performance and financial report forms.