

# Narrative

## 1. Introduction and Assessment of Need

### Briefly Describe the Applicant's Community

The Ysleta del Sur Pueblo (YDSP) is a federally recognized Native American Tribe located in the County of El Paso, Texas. The tribe is also known as the Tigua Indian Reservation or simply the "Tigua". The Tigua originated in the Pueblo of Isleta just south of present day Albuquerque, New Mexico. After the Pueblo revolt in 1682, a small group of Tigua were taken as forced labor by Spanish colonists and displaced to what is now El Paso's Lower Valley. These tribal ancestors founded and built the Ysleta del Sur Pueblo. Since 1682, the tribe has maintained a significant presence in El Paso upholding its traditional political system, values and culture as a Pueblo community.

Currently there are 1,612 members in the tribal community. The YDSP is located within the City of El Paso metro area (pop. 700,000), and the City of Socorro (pop. 31,000) and is less than one mile from the U.S./Mexico border in some areas. Ciudad Juarez, Mexico is directly across the border from YDSP and is a city of 2 million. A major issue for Tribal leadership is the persistent urban encroachment around the tribal community and the need to balance culture and tradition with tribal educational, economic and workforce training needs.

### Economic Overview of the Region

El Paso, Texas, which surrounds the Pueblo, is the sixth largest city in the State and the 23<sup>rd</sup> largest city in the United States with a population of 700,000. El Paso is an economically distressed community where 32% of residents live below the federal poverty level making it the third poorest metropolitan area in the United States. Compared to other communities in the nation's 331 Metropolitan Statistical Areas (MSAs), El Paso, Texas ranks:

- 3<sup>rd</sup> highest in the percent of families living in poverty
- 4<sup>th</sup> highest in the percent of children living in poverty
- 325<sup>th</sup> in the percent with a high school diploma
- 281<sup>st</sup> in the percent with a bachelor's degree or higher

A 2007 tribal survey shows economic distress on the reservation is even greater than for El Paso:

- 70% of Tigua families are living at or below poverty
- 56% of Tigua children are living in poverty
- 36% of Tribal members have a high school diploma (compared to 69% for El Paso)
- 25% unemployment on the reservation (compared to El Paso's average of 6% for 2007)

### Describe the Current Role of the Library in the Community and the Services it Provides

The Ysleta del Sur Pueblo Education Library Center was established in 1999 to meet the educational development needs of the tribe. Previous IMLS grant support enabled the library to target four areas of programming: 1) higher education, 2) increasing the library's collection books and printed materials, 3) tutoring/after school reading programs, and 4) developing a Tigua Archive. Tribal utilization of these programs highlights the library's capacity to grow as a culturally relevant resource for building the Pueblo's economic and human capital. The proposed project for Enhancement Grant funding will support the development of the Tigua Empowerment Program at the library. This program will provide resources to meet tribal member needs for basic technology, computer and literacy skills that will result in employment, self-sufficiency and personal fulfillment.

Currently there are 1,056 registered tribal patrons. The library houses 13,029 items including a collection of 650 juvenile fiction titles for students K-8. The library has six computer stations and it circulates 10 laptops for patron use at home. Library literacy and education programs include: 1) printed resources for middle and high school

students to help them prepare for standardized testing; 2) maintaining the collection of juvenile fiction holdings for after-school reading program; 3) promote reading among tribal members through summer reading events; and 4) maintaining a tribal archive. The library's archival collection of 776 contains historical information pertaining to the Ysleta del Sur Pueblo Tigua Indian Tribe. Many of the archival documents include rare, out-of-print material and copies of newspaper articles. The Center is open Monday-Thursday 10:00 am to 7:00 pm and Fridays from 8:00 to 5:00. Library staff consists of one of full time employee. The library's Tribal Empowerment Program consists of 4 full-time employees and 1 part-time tutor.

Tribal Administration is committed through the Tribal Empowerment Program to building the institutional capacity of the library to meet individual and family needs including:

- Facilitating literacy and life-long learning and building computer technology skills,
- Provision of personal development and skill building opportunities by linking individuals with appropriate social/educational resources available through the library,
- Building individual self-esteem and knowledge through attainment of personal and family goals.

Describe the specific audience(s) the library will serve with the Enhancement Grant project (e.g., particular age groups, underserved community members, or other types of target audiences) and the specific Need(s) that the library will address with the project.

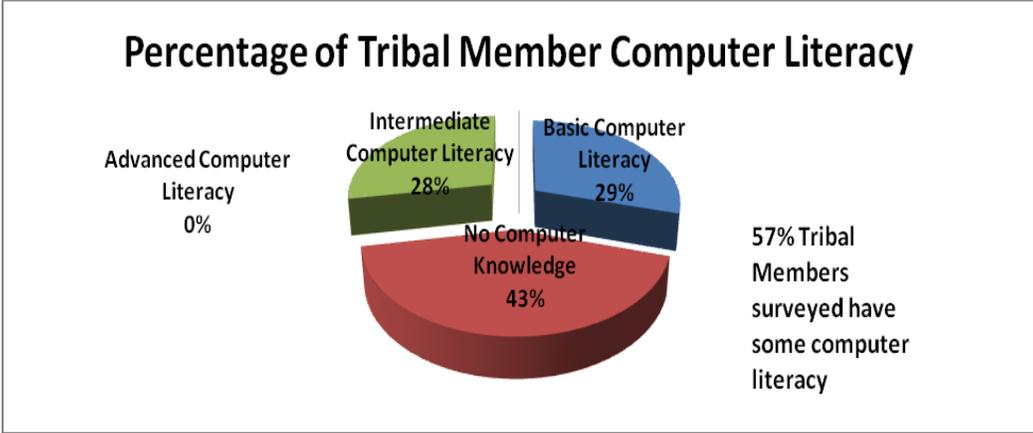
This Enhancement Grant will fund the project entitled - *Technology Library Innovations for Education (T-LIFE)*. T-LIFE will serve tribal members and the tribal community in three age groups:

1. The first group consists of children enrolled in the library's after-school reading program (ages 5 to 12) and addresses an on-going need to promote reading at an early age. These children will have an opportunity to become fluent in reading--an essential skill if they are to succeed in school and in the workforce.
2. The second group consists of youth between ages 13 to 17 needing support and tutoring to transition from secondary school to college or vocational education programs.
3. The third group is working age adults (ages 21 to 55) needing training in basic literacy and computer skills to qualify for a job; advance in a career, or to achieve personal development goals.

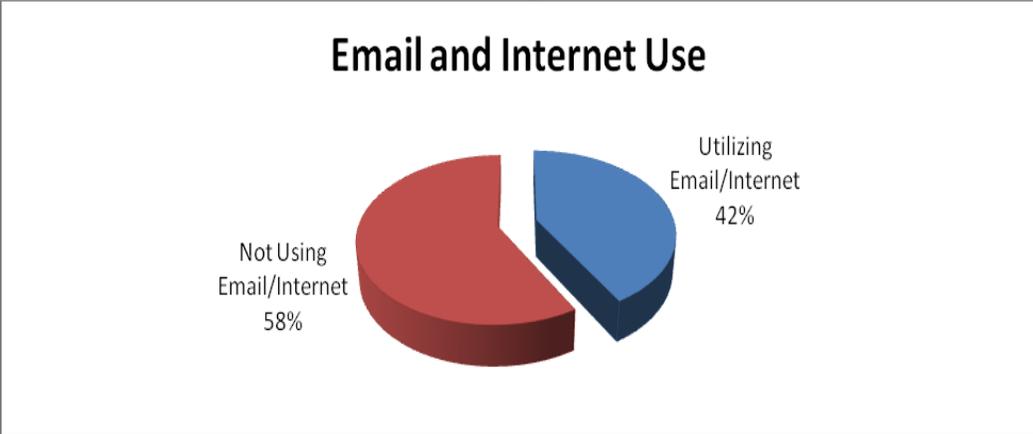
Describe the results of assessments that were conducted in order to identify this need as a priority for the library, including baseline data that can be used to compare with final results to determine success.

1. Baseline data for measuring reading performance of children ages 5-12 consists of monitoring student report cards for reading performance. Of 96 tribal students enrolled in the Ysleta Independent School District 19% (18 students) scored unsatisfactory in reading. Library staff will use this baseline data to recruit children with low reading performance into the library's after-school reading program and will compare reading scores to measure improvement.
2. YDSP Tigua Employment and Training Program and the Tigua Library through collaborative participant screening assessments has found that basic reading and writing skills and basic computer literacy skills are absent among many of its clients. Of 56 tribal members, ages 21-55 screened through the employment and training program 25% are in need of reading and writing skills and basic computer literacy to achieve their GED and job placement goals.
3. In the Spring of 2008, YDSP Empowerment Program staff conducted a self-assessment survey of 60 tribal members to determine library usage. Of the total number of tribal members surveyed 29% assessed themselves as having basic computer literacy (able to navigate through basic programs), 28% having an intermediate level of computer proficiency (ability to navigate easily through most programs, email, and the internet) and 0% having advanced level knowledge (can use most programs well, knowing a majority of function and able to produce professional level documents). Tribal members with no computer knowledge made up the majority at 43%.

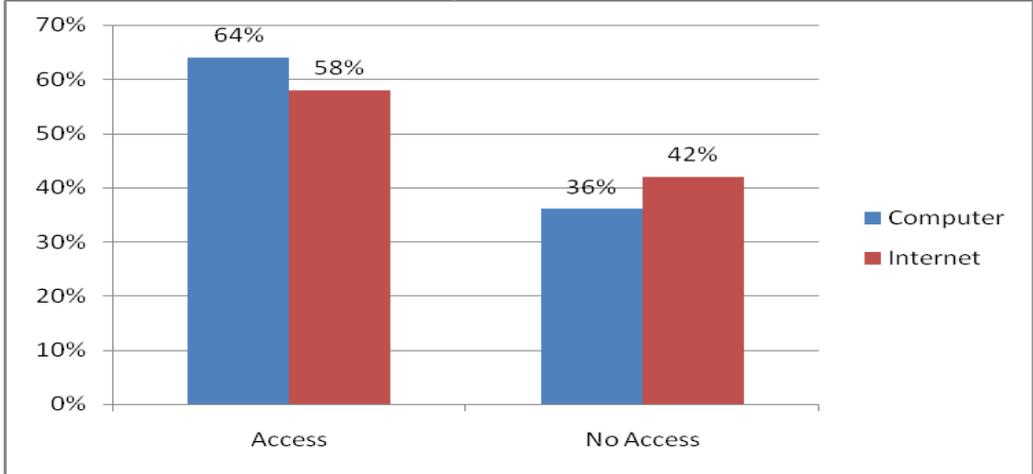
**Tribal Member Computer Literacy**



**Tribal Members Not Using Email and the Internet**



**Households with Students in School or College with access to a Computer or the Internet**



In light of these findings, the Tigua Higher Education Committee and the Tigua IBM/Technology Center Leadership Board recommends the inclusion of essential literacy and basic computer skills among the objectives for library services and for Tribal job training programs.

## 2. Expected Outcomes and Project Goals

Beginning in 2007, the library accepted a leadership role in response to tribal needs for 21<sup>st</sup> century literacy skills. Many Tiguas are coming to the realization that literacy is more than the ability to read. In 1998, the Workforce Investment Act defined literacy as "...an individual's ability to read, write, speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society" (National Institute for Literacy).

Through the Tribal Empowerment Program, the library will realign its role to that of an active agent addressing literacy, workforce training, and community quality of life. Key to the success of the project is consolidating cultural related activities and tribal education and training resources with the library so stronger services can be provided at one location. Deploying the library's resources in this way has an additional benefit in helping to allay fears among traditional tribal members that literacy and technology are a threat to cultural preservation.

The Tribal Empowerment Program brings together the library's education and literacy programs with the tribe's Workforce Investment Act (WIA) training program (previously housed six miles away at tribal headquarters). An important component yet to be fully integrated into the program is the Tigua/IBM Achievement Center. The Achievement Center was developed through the Hope and Harmony for Humanity Initiative in partnership with IBM, SeniorNet, the Native American Chamber of Commerce, the Department of the Interior, and Microsoft. The Achievement Center is housed at the library and consists of 10 networked computer stations with software and internet access. Once fully integrated the primary scope of the Center will be to provide tribal members with basic technology, computer and literacy skills to meet their educational and literacy goals and succeed in the up-and-coming workforce. The Center is designed to help close the digital divide by providing the hardware and software necessary for instruction in computer fundamentals (i.e., keyboarding/internet/e-mail use) and software (i.e., Word, Excel, PowerPoint, Accounting/Bookkeeping, Access, Adobe Photoshop, etc.).

The Achievement Center will also host a program to teach parents how to become active participants in the education of their children. The curriculum, designed by the Community Learning Center Alliance (CCA) is an on-line course of instruction that teaches parents to become learners, leaders and advocates for their children. This program will enable Tigua parents to learn marketable computer skills and use those skills to become involved in their child's education by helping with schoolwork and supervising their children's internet use.

This service delivery package is the best solution to meet individual needs for personal development, literacy, computer technology and workforce skills. It is critical for engaging difficult to reach tribal members who fear that literacy and modernity comes with a loss of culture and tradition. Service delivery will also enhance the tribe's ability to access opportunities in the regional economy. Although El Paso is historically an area of chronic poverty it is poised to experience growth in the housing, technology, medical, entertainment, tourism and retail sectors. Regional growth is attributed to BRAC expansion of Ft. Bliss and the completion of El Paso's Texas Tech Medical School. By expanding the library's service provision through the Tribal Empowerment Program, the library will help tribal members prepare for new employment opportunities throughout the region.

Currently, the library's printed study guides for GED, SAT, and LSAT tests are out-of-date. Through the Achievement Center's internet portal students will be able to use on-line study guides that are current and the library will print and maintain open source workbooks and tutoring materials for children K-12. These materials along with the Center's computers with internet access will help tribal youth ages 13-17 to develop and maintain technology skills essential for college or vocational school. Children enrolled in the after-school reading program will be eligible to use Achievement Center computers to read digital books and complete exercises designed to increase reading comprehension. Through the project, the library is growing its capacity to serve as a resource promoting lifelong learning for all age groups. By using the library as a focal point for adult and family literacy, the library is helping to create a culture of literacy and personal enrichment.

What do you want to achieve with this project? How will it benefit the individuals or groups that are the target audience? Describe what outcome is expected or desired.

The overarching intent is to support individuals to take control and access tribal resources through the Empowerment Program, the outcome will result in a positive ripple effect for tribal families and the Pueblo community. Benefits and outcomes for the target audience include:

- Increased literacy for youth K-12 and for adults 21-55,
- Increased interest in post-secondary education for high school students,
- Skill-building and personal development using computer technology for working age adults that will result increased employability for tribal members.

Describe the goals that will be set to meet this outcome. (Goals are statements or broad results that guide the organization's design of programs, choice of projects, and management decisions.)

Goal A: Develop after school programs that combine the library's physical collection of books with digital resources available through the Tribal Empowerment Program. Target population ages 5-12.

Goal B: Continue to provide tribal youth with support in preparing for college or WIA vocational training using Tribal Empowerment Program technology resources. Target population ages 13-17.

Goal C: Establish the Library as a technology hub that integrates education programs, literacy, Tigua/IBM Achievement Center and the Tribal Empowerment Program. Target population ages 21-55.

### **3. Project Design and Required Resources**

T-LIFE is an effort for continuous improvement to basic and enhanced library services provided to patrons over the last few years. The tribe seeks to take the library a step further, integrate technology at all levels, and increase its youth enrichment and adult personal development services. Through the Tribal Empowerment Program, the library will have the opportunity to increase tribal member's literacy and workforce technology skills by consolidating tribal assets for education and training. A key activity undertaken at the outset will be to establish a Project Team using Tribal Empowerment Program staff along with the tribe's Economic Development, Governor's Office and the YDSP Johnson-O'Malley and Higher Education Committees. The Project Team will provide input that the Project Director will use to develop an Achievement Center Utilization Plan that will identify the technology training needs of the target age groups.

T-LIFE will use IMLS Enhancement Grant funding to fully integrate the Achievement Center into the Tribal Empowerment Program for hands-on training ranging from computer fundamentals to advanced computer literacy. IMLS funding will also be used to develop individual and family literacy projects combining the library's physical collection of books with the Achievement Center's digital resources.

Project Director for this IMLS grant will be the Tribal Empowerment Program Director, Mr. Luis Nuñez (see attached resume). He will devote 20% of his time as Project Director. Mr. Nuñez has experience as Project Director for the YDSP's previous IMLS Enhancement grants. His role in the project will be to oversee daily operations and ensure all project goals and objectives are met. Mr. Nuñez will supervise staff and will organize the Project Team to develop the Achievement Center Utilization Plan. Mr. Nuñez will be responsible for grant reporting and staff supervision.

Ms. Linda Austin, Director of Tribal Operations will monitor the project using the Evaluation Criteria and Control System, a mechanism by which grants and contracts are subject to a series of internal control practices and requirements aimed at ensuring grant compliance.

Dr. Loriene Roy, Professor in the School of Information at the University of Texas at Austin, will serve as the Project Evaluator. Dr. Roy is an internationally known expert in Native American library development. She served as president of the American Indian Library Association in 1997/98. Since 1999 she has directed *If I Can Read, I Can Do Anything*, a national reading club for American Indian Children. She serves on the boards of the International Children's Digital Library, WebJunction, and the Sequoyah Research Symposium, River Center for the Study of Hispanic and American Indian Library and Information Resources. She was the Principal Investigator for "Honoring Generations" and IMLS-funded scholarship program for tribal librarians.

IMLS funding will be used to hire a full time Technology Coordinator. Under the direction of the Project Director, the Coordinator is responsible for implementing, executing, teaching and monitoring activities and programs for all ages in the library and computer classroom area of the Tigua/IBM Achievement Center.

The project is described through 1) goals & objectives, 2) action steps and activities to implement the project, and 3) resources necessary to sustain the project.

**Goal A: Develop after school programs that combine the library's physical collection of books with digital resources available through the Tribal Empowerment Program.**

**Objective 1:** Organize reading programs using the Achievement Center technology resources for students K-8.

**Objective 2:** Provide a greater selection of reading materials for patrons through digital and physical resources.

**Action Steps and Activities:** The following action steps will implement objectives 1&2.

1. Library staff responsible will work with the library's technology coordinator to develop new programs that use the library's physical collection of books along with digital reading material available through the Achievement Center. For every two physical books a child reads they will qualify to read a digital story. In this way students will earn points for reading books that they can use in the Achievement Center to take on-line reading comprehension quizzes.
2. The library will add 500 (250 in year 1 and 250 in year 2) new biographies, non-fiction and fiction children titles by 2010.
3. Purchase an on-line digital book subscription with licenses for the Achievement Center's 10 workstations.
4. Recruit students to enroll in the reading program and provide incentives to encourage participation.

**Goal B: Continue to provide tribal youth with support in preparing for college or vocational training using Empowerment Program technology resources.**

**Objective 1:** Increase the number of students using the library as a resource for study and preparing for standardized tests.

**Action Steps and Activities:** The following action steps will be taken to implement the objective.

1. Update the library's study guides for standardized tests (i.e., SAT, ACT, GED). The library will purchase an online subscription for digital study guides available through the Achievement Center.
2. Technology Coordinator will help tribal youth develop customized study plans using the Achievement Center's computer and technology resources.
3. Technology Coordinator will work with library and WIA staff to identify students in the target age group and recruit their participation.
4. Technology Coordinator will be responsible for maintaining a schedule of computer literacy classes for students and will focus on software training in Word, Excel, and PowerPoint.

**Goal C: Establish the Library as a technology hub that integrates education programs, literacy, Tigua/IBM Achievement Center and the Tribal Empowerment Program.**

**Objective 1:** Integrate Tigua/IBM Achievement Center computer resources into the Tribal Empowerment Program.

**Action Steps and Activities:** The following action steps will be taken to implement the objective.

1. Establish project team to develop an Achievement Center Utilization Plan.
2. Hire a full-time technology coordinator to oversee the implementation of the utilization plan and customize the Achievement Center curriculum to meet the career and personal development needs of adults (see attached job description).
3. Technology Coordinator will establish the computer technology schedule and recruit tribal members in the target age groups for training classes.
4. Establish CCA class schedule.
5. Technology Coordinator will teach selected classes and will recruit volunteers and mentors with subject matter expertise to assist with classroom instruction.

### **Resources necessary to develop, implement and sustain the project**

The Pueblo's community development approach is to empower tribal members with the skills they need to improve their lives, and increase the quality of life on the reservation. Whether providing literacy instruction, personal development and skill-building programs or promoting greater use of the Tigua archive, the library is supporting tribal needs as a community development resource. The Tribal Empowerment Program will draw on resources from three programs that were previously designated "stand-alone" programs to develop, implement and sustain the project through asset sharing and integration of services.

The Tribal Empowerment Program is a consolidation of the Tigua Indian Training and Employment Program funded by the Department of Labor-WIA and the Ysleta del Sur Pueblo Education/Library Center funded by various sources such as the Bureau of Indian Affairs. IMLS funding will be used to complete the final phase of the consolidation and fully integrate the Tigua/IBM Achievement Center as the remaining link connecting these programs with technology. Development resources committed to the project are the tribe's library, WIA program and Tigua/IBM Achievement Center. The hub of these resources is the Library that will nurture patron use of technology. Achievement Center partners include IBM, SeniorNet, the Native American Chamber of Commerce, and Department of the Interior, Community Learning Center Alliance (CCA) and Microsoft. Through this partnership, the library has the capacity to maintain the Achievement Center's computer equipment, software and technology curriculum. The power of the Achievement Center's technology and training resources will help support the library's after-school and college/vocational prep programming and develop synergies for future library programming.

The Tribal Empowerment Program will become a permanent part of the tribe's programming. Therefore, the Pueblo will allocate resources for its long-term operation after IMLS funding is over. This program is uniquely suited for inter-agency cost sharing with benefit and sustainability achieved through leveraged resources and economies of scale.

**Project Start Date:** October 2, 2008

**Project End Date:** October 1, 2010

### **4. Evaluation Methods and Dissemination**

The YDSP realizes that sound program development and continuous improvement to services requires high-quality data. The tribe has embarked on a data development initiative. The Economic Development Department in partnership with the Tribal Empowerment Program and other tribal programs are in the process of developing data collection and evaluation instruments that will result in a system to measure quality outcomes of tribal programs. Currently, the tribe is working with the Institute for Policy and Economic Development, an organization of the University of Texas at El Paso. The initiative will focus on several types of tribal research, especially the

measurement of program impacts and the dynamics of program participation. In a second phase of this project, tribal agencies will produce a more detailed strategic plan that addresses long-term service delivery and sustainability. This IMLS grant project will be a part of this data collection and reporting system.

The Project Evaluator will develop an Outcome Based Evaluation (OBE) using the key measures listed below. These measures will provide the Project Director with information to assure the project stays on track and make adjustments if necessary. Library and Empowerment Program staff will collect this data at six-month intervals. The Evaluator will perform analysis of the project and will serve as the facilitator for the focus groups sessions described in #1 Assessment of Need.

### **Key Measures**

- Conduct participant self-assessment surveys to measure improvements in: 1) computer literacy, ability to use e-mail, internet, and software programs and 2) measure changes in attitude regarding the impact of technology and literacy on tribal culture. Surveys will be administered to the 13-17 and 21-55 target age groups.
- Add 250 new K-8 book titles in each year of the project for a total of 500 new titles.
- Improve reading scores of children in the target 5-12 age group through the after-school reading program. Library staff will monitor student report cards of students enrolled in after school reading programs to measure reading improvement.
- Recruit a minimum of 20 parents to participate annually in the Community Learning Center Alliance (CCA) classes.
- Increase reading, writing and basic computer literacy for participants in the Tribal Empowerment Program by 10% annually. Evaluation of this measure will consist of participant scores on taking Texas Assessment of Basic Skills (TABE) test.
- Increase the number of tribal members participating in computer training classes provided through the Tigua/IBM Achievement Center by 10% annually.

Additionally, the library will perform a pre-award series of focus groups to measure the community's current needs for service delivery. The 3 segments of the tribal population participating in the focus group process are: 1) Tribal Empowerment Program staff, 2) YDSP Johnson-O'Malley and Higher Education Committees, and 3) YDSP library patrons. The library will conduct focus groups prior to the end of the project with the same groups to analyze the effectiveness of the project.

Furthermore, to measure college readiness of the 13-17 target age group, YDSP will collaborate with El Paso Community College to have tribal students take Accuplacer, the entrance exam that measures a prospective student's capacity for taking college level curriculum and determines whether they need to take remedial courses prior to attempting college level courses. Tribal students will take the Accuplacer before participating in the program and upon completion to measure improvement in placing scores. In addition to these instruments, the Evaluator will use pre and post focus group data to measure how T-LIFE meets the community's stated needs for service delivery.

**Describe the various ways information about project results and lessons learned will be shared, both locally and nationally, with the Native American library community at large:**

The Ysleta del Sur Pueblo will add a webpage to its web site that includes detailed information about the project and its outcomes. The center also has leadership and advisory councils who will disseminate information about the project to the community. The center will also publish press releases and program report cards that can be circulated throughout Indian Country at educational and workforce development events and conferences. By broadly disseminating effective project practices to other organizations, we can help others to implement improvement projects that can increase education achievement and computer literacy.