

Cher-Ae Heights Indian Community of the Trinidad Rancheria
Trinidad Rancheria Tribal Library
Saa-‘a-goch (speak Yurok): Cultural Literacy Project

ABSTRACT

Saa-‘a-goch (speak Yurok): Cultural Literacy Project is a two year project that continue the previously funded work and will develop new pre-K and beginning reader Yurok language books. Additionally *Saa-‘a-goch (speak Yurok): Cultural Literacy Project* will utilize the newly created resources to revitalize the youth reading programs at the Rancheria. We will implement a weekly Storytime program which will use the language materials to stimulate language acquisition for Tribal youth and encourage parent interaction in early literacy and language acquisition activities for their children.

Community needs surveys, formal library assessments and patron requests reaffirm the need to provide language resources in the three primary Native languages of the Rancheria. We have chosen to focus this project on the Yurok language ultimately because the Rancheria’s membership is primarily Yurok. The Library has utilized prior funding to purchase the limited Yurok language resources available. We have determined that in order to fulfill the needs of our community, it is necessary to create those resources.

This project will address those needs by creating 4 new Yurok language books for pre-K and beginning readers, ages 0-9, to complete our work as previously funded by IMLS in 2013. The Library will make these materials available to the public through circulation in the Library collection. The materials will also be available for purchase at the Library, and on the Tribal website. Additionally, this project will re-establish youth programming at the Library by implementing a Storytime program which will utilize the newly created Yurok language materials to provide culturally relevant books for Tribal youth.

Saa-‘a-goch (speak Yurok): Cultural Literacy Project is intended to (a) increase language literacy levels through expanded library materials and outreach programs and services for children ages birth through eight and (b) to increase parents’ participation as partners in their children’s early literacy education and native language acquisition.

The overall goal is to position the Trinidad Rancheria Library as a key community resource for native language acquisition opportunities for Rancheria children ages birth through eight. *Saa-‘a-goch (speak Yurok): Cultural Literacy Project* is designed to empower parents, family members and caregivers by increasing their skills and the frequency with which they engage in age-appropriate and effective literacy activities with their pre-K and beginning reader child to stimulate language acquisition. It is expected to generate increased library usage by bringing in new users and increasing the number of visits of active patrons and to generate a positive perception among Rancheria community members that the Library can be valuable in providing much needed resources for tribal families with young children.

NARRATIVE

Statement of Need

The Cher-Ae Heights Indian Community of the Trinidad Rancheria is a federally recognized tribe with ancestral ties to the Yurok, Wiyot, and Tolowa peoples. While they share similar cultural and historical traditions, each tribal group has a distinct heritage. The Rancheria is within the ancestral territory of the Yurok peoples and is located in an area of great cultural significance to the Trinidad Rancheria and other local Tribal entities. The core land holdings of the Rancheria are located on a coastal bluff east of U.S. Highway 101 just southeast of the town of Trinidad, which is about 25 miles north of Eureka.

The Trinidad Rancheria was established in 1906 by an act of the U.S. Congress that authorized the purchase of small tracts of land for “homeless Indians”. In 1908, 60 acres of land were purchased on Trinidad Bay to accommodate the tribe. The Tribe’s Federal Recognition was granted by the Department of the Interior in 1917 and between 1950 and 1961 the Trinidad Rancheria approved home assignments on the reservation and enacted their original Articles of Association. In 2008 the tribe passed a new constitution that replaced the original Articles of Association and has increased their Enrolled Membership to 206.

The Trinidad Rancheria is now comprised of three separate parcels that total 82 acres. The largest parcel is located on the west side of Highway 101 along the Pacific Coast and is made up of 46.5 acres. This parcel accommodates Tribal Member Housing, Tribal Offices, a Tribal Library, and tribal businesses. Through economic development and self-sufficiency, the Tribe was able to purchase additional land. Approximately 8 acres were purchased in Westhaven, directly across Highway 101 in the late 1980s and a third 27.5-acre parcel, located in the unincorporated community of McKinleyville, was purchased in the 1990s and now houses 12 residential properties.

In addition to Rancheria property, the Trinidad Rancheria also owns the Trinidad Pier & Harbor and Seascape Restaurant in the City of Trinidad. The Rancheria’s property in Trinidad also includes the main entrance and access point to the Trinidad Head, which hosts walking trails, and cultural and historical points of interest.

The Trinidad Rancheria Library was established by the Tribal Council in 1994 for the benefit of the Tribal Membership. The purpose of the Library is to promote the well-being and preserve the history of the Trinidad Rancheria. It provides Tribal membership with literature collections that reflect the experience of the community and expose future generations to new ideas. It provides Tribal membership, employees and the surrounding community with access to culturally accurate and appropriate information regarding indigenous peoples and indigenous histories. It is a source of support for the education of our youth, a place for social gathering, and a center for lifelong learning.

The Library is intended to be the holding place for the history of the Tribe, through the preservation of both oral histories and written documents. It is the repository for historical and governing documents in all media including photographs, audio/visual materials and printed materials. Tribal members and employees, as well as members of the surrounding community are encouraged to

utilize both the circulating and non-circulating collections. Access to culturally sensitive information by non-members is granted on a case by case basis.

The Library is currently open 35 hours per week, from 10am – 5pm Monday through Friday; however, the collection is available to patrons 40 hours per week as they may request access to the Library during normal business hours. The Librarian is responsible for day to day operations in the Library, while the Tribal Programs Director is responsible for administrative oversight of library operations.

In 2017, there were a total of 292 active patrons utilizing the Library regularly; 218 tribal member adult patrons and 74 tribal member youth patrons. This does not reflect the number of non-member patrons that have been utilizing the Library. The Library houses a collection of over 6,000 items including an extensive Native American Collection, Adult Fiction and Non-Fiction, Young Adult Fiction Juvenile Fiction, Juvenile Native Collection, Easy Reader and Board Books as well as DVD, VHS and audio book collections. In 2017, 2,128 items were checked out of the Library and utilized by patrons. Additionally, the library houses copies of all governing documents of the tribe, oral histories, video interviews with elders and historic recordings of traditional songs and stories. The Library also maintains and cares for a small collection of cultural objects including basketry items.

The Library currently supports the Cultural Resources Department in providing cultural programming for Rancheria members and to the larger community surrounding the Rancheria. Current programming includes youth regalia making, community garden, traditional fishing and marine resource gathering, fitness activities and much more. In the past we have offered a basket making and language workshop that incorporated cultural practices and immersion techniques for language acquisition. Partnerships with key community leaders in traditional activities have allowed this programming to occur on the Rancheria.

Results from a multiple community needs assessments indicate that over 70% of Tribal Member respondents considered language acquisition as well as other cultural programming, a priority for the Rancheria. Additionally, we have received multiple requests from Library users, particularly those with young children to expand the collection of Native language books for children. The connection between language and literacy is powerful. In order to encourage revivification of Native languages in our community, we find it necessary to take matters into our own hands, as we are responsible for the education of our people.

In the past, the Library has conducted yearly assessments of its collection utilizing Basic Grant funds. (See Library Assessment reports 2009-2011: *Supportingdoc1.pdf*). A consistent recommendation each year by the consultant in response to community request has been to develop the collection of pre-K and beginning reader Native language books, particularly those written in one of the three main languages of the Rancheria. There are very few Yurok Language books for pre-K and beginning readers, those that do exist were developed by Yurok Language programs at other Tribes. We have focused our budget purchasing what little materials that exist, but we have determined that in order to build the collection of pre-K and beginning reader local Native language books, we must create them ourselves. We recognize the potential to sustain this project

into the future by translating the books we create into the other languages represented on the Rancheria.

In 2013 we were awarded an IMLS enhancement grant to begin the work of creating pre-K and beginning reader Yurok Language Books. We are applying for 2018 funds to continue the work we began with the previous grant. Our previous proposal included provisions for revitalizing the youth reading program and convening a parent group that we were unable to meet due to extenuating circumstances (loss of staff) at the time. When we first proposed to do this work, our Youth Center was not functioning and we had seen a severe decline in youth participation at the Library. In 2017 we hired a part time Youth Program Coordinator who will fulfill the original vision we had for revitalization of a Yurok Language Youth Storytime at the Library. Since our last proposal, we have seen an exponential increase in usage of the library by our youth.

Project Design

Activity One: Development of Additional Yurok Language Reading Materials

The first year of the *Saa- 'a-goch (speak Yurok): Cultural Literacy Project* will be focused on the development and publication of additional Yurok language reading materials. In our previous project, we were able to successfully publish 6 of 10 proposed books, although content was developed for all 10. (See *Supportingdoc2* for samples of the 6 published books). This grant cycle, we would like to complete the 10-book series, as originally envisioned, and publish 4 additional books. We also intend to correct grammatical errors in the previously produced books, where they exist (2 of the 6 previously published materials contain some grammar errors) and reprint corrected versions. Additionally, we would like to work with a consultant to record readings of the books to include in the packaging, such that parents and youth have pronunciation guides to go along with each book. This would be available via cd and included with each book. Sometime in the future, we envision creating video content of each book being read aloud that could be made available via YouTube or some other video sharing platform, however we do not intend to complete that project with IMLS Enhancement Grant funds.

Year One activities include:

- Meet with Yurok Language consultant to review content, and design for 4 additional books - Library Staff; December 2018 – January 2019.
- Tribal Programs Director will draft content and build sample for review. – February 2019.
- Meet with the Language consultant, Tribal Council and other relevant staff to review sample and ensure project is progressing according to expectation and in accordance with traditional cultural values. This group will comprise the review board for the project– Library Staff; March 2019.
- Once the sample has been reviewed Tribal Programs Director will incorporate any changes or comments by review board and move forward with building remaining books in consultation with Language Consultant– Tribal Programs Director; March – July 2019.
- Meet with the Language consultant to review previously published books and begin edits for grammatical corrections. – Library Staff – June-August 2019.
- Review group will reconvene and review all materials for cultural relevance and accuracy and to determine that all have been completed according to plan – Library Staff; July 2019.

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- Select local Native Artist to illustrate some or all of the books as appropriate – Library Staff; July 2019.
- Selected Artist will work closely with Library staff in illustrating selected books to meet design expectations. July – September 2019.
- Librarian will provide proofs of each book to Tribal Council and appropriate staff for final review prior to printing – Librarian, October 2019.
- Proofs will be sent for printing at publishing company previously selected. Proceeds from book sales will be utilized to create new content and continue the project beyond the two-year grant period – Library Staff; October 2019.
- Record narration of all 10 books to include with book packaging. – Tribal Programs Director – November 2019.

Activity Two: Re-establishment of Children’s Programming

The second year of the project will be focused on re-establishing youth programming at the Library utilizing the Yurok language books created in year one, as well as to increase parents’ participation as partners in their children’s early literacy education and native language acquisition. The Library currently offers a Summer Reading program for youth utilizing the TalkStory format developed by the American Indian Library Association; however, our budget for such programming is extremely limited. Enhancement grant funds will allow us to offer yearlong programming which will include cultural activities, guest story tellers and opportunities for hands on cultural practices (i.e., crafts, traditional foods, etc.) Year Two activities include:

- Convene Parent Planning Committee. Announcements will be made in Tribal Newsletter and at monthly Community Council Meetings. Parent Planning Committee will give input on Storytime program goals to inform design of program. Library Staff; December 2019.
- Design weekly Storytime program. Library Staff will establish a regular weekly schedule of storytimes. This schedule will be developed by December 30, 2018 – Library Staff; December 2019.
- Announcement of program and preview of new Yurok language books to community. Tribal Members will have the opportunity to view the newly created books at the regularly scheduled Community Council meeting. Library Aide will have processed the materials and made them ready for circulation at the day of the announcement – Library Staff; December 2019
- Implement Storytime Program on a weekly basis in accordance to schedule. Story time will be offered as of January 31, 2020 and will continue through the life of the grant and beyond. We will actively recruit parent participation to partner with their children in language acquisition with the ultimate goal of fluency – Library and Youth Program Staff; February – November 2020.

Impact

The overall goal is to position the Trinidad Rancheria Library as a key community resource for native language acquisition opportunities for Rancheria children ages birth through eight.

Although other opportunities exist for Yurok Language learning in the surrounding community, most of the programs are offered anywhere from 15-40 miles from the Rancheria. Additionally, none of the language programs offered at other Tribes or in the community are specifically focused for age range we intend to target.

Saa- 'a-goch (speak Yurok): Cultural Literacy Project is designed to empower parents, family members and caregivers by increasing their skills and the frequency with which they engage in age-appropriate and effective literacy activities with their pre-K and beginning reader child to stimulate language acquisition. It is expected to generate increased library usage by bringing in new users and increasing the number of visits of active patrons and to generate a positive perception among Rancheria community members that the Library can be valuable in providing much needed resources for tribal families with young children.

Additionally, the planning and implementation of the project will provide relevant learning experiences for other Tribal language programs in our region; and enable the project to continue beyond the 2-year funding period.

Expected outcomes are as follows:

1. Development of new Yurok language reading materials for children aged birth through eight which can be utilized by other local Yurok Language programs, as well as our own.
2. Community members participating in the *Saa- 'a-goch (speak Yurok): Cultural Literacy Project* will have engaged in effective language sharing activities with their young children.
3. As compared to pre-participation levels, community members participating in the storytime phase of the project will increase the frequency with which they engage in language acquisition activities with their children
4. Community Members participating in the program will have new avenues and materials with which to explore the connection between language and culture with their young children.
5. Families will have increased opportunity to establish the importance of the oral tradition and cultural values with their children.
6. Development of a Parent Planning Committee to address strategies for language and cultural education. In doing so, we hope to engage entire families in strengthening cultural identity and opportunities for language acquisition.

Goals for outcomes

The goal for outcomes 1 and 2 is (a) to increase language literacy levels through expanded library materials and outreach programs and services for children ages birth through eight and (b) to increase parents' participation as partners in their children's early literacy education and native language acquisition.

The goal for outcomes 3-6 is that: The library will become a key community resource for provision of early childhood literacy support by (a) development and addition of native language materials to the collection that are relevant to community families with young children 0-8; and (b) utilizing the storytime as a means to help families explore the interconnectedness of language and culture.

In teaching our young people to read and think Yurok, we intend to impart a sense of the Yurok worldview, as well as utilizing stories to illustrate cultural values.

Evaluation Methods

For the first year of the grant, the project will be considered successful with the creation of the four new, pre-K to beginning reader, Yurok language materials, as well as the corrected existing materials. The creation of resources where there are none or very few, is in itself a success. The measurement of the success will include the circulation statistics, as well as sales statistics for the materials.

For the second phase of the project, all *Saa- 'a-goch (speak Yurok): Cultural Literacy Project* adult participants will be asked to complete a pre-and post-survey. The pre-survey will provide baseline information regarding age of participants, number of children in the family, language fluency and exposure to native languages, and an assessment of availability of language materials and pre-project library use.

Additional data collected through the Library's existing statistical reporting mechanism will provide the following evaluation data:

- Number of patrons who participate in *Saa- 'a-goch (speak Yurok): Cultural Literacy Project*
- Number of children served by the program, either through attendance at the weekly Storytime programming or through check out of age appropriate language materials
- Circulation statistics for the language materials
- Number of visits made to the library over the period of the grant
- Number of participants in the Storytime programming over the period of the grant

Periodic interviews with participants will be conducted throughout the project period to obtain ongoing feedback which will advise a continuous improvement process.

Communications Plan

Detailed information about *Saa- 'a-goch (speak Yurok): Cultural Literacy Project*, including outcomes will be posted on the Tribal website and social media pages. The Library also participates in an informal consortium of regional Tribal Libraries where we plan to get feedback on the materials created, as well as provide copies of the materials for purchase.

Poster sessions about the project will be made to the tribal community and Tribal Council. These sessions can also be presented at conferences, such as the Association of Tribal Archives, Libraries & Museums conference and as informal workshops in the future. The Librarian will be presenting at ATALM 2018 on the previously funded project. In addition, several local libraries and museums have requested copies of the books as well as informational posters and presentations to be made. We intend to present the 10-book series as a whole to those institutions who have requested them.

Sustainability

It is anticipated that we will be able to continue offering Storytime programming and developing additional content with proceeds from the materials made available for purchase to other Yurok tribal entities and language programs, educational institutions and the general public. Based on the program's success, we will seek other native language specific grants such as ANA or AICLS

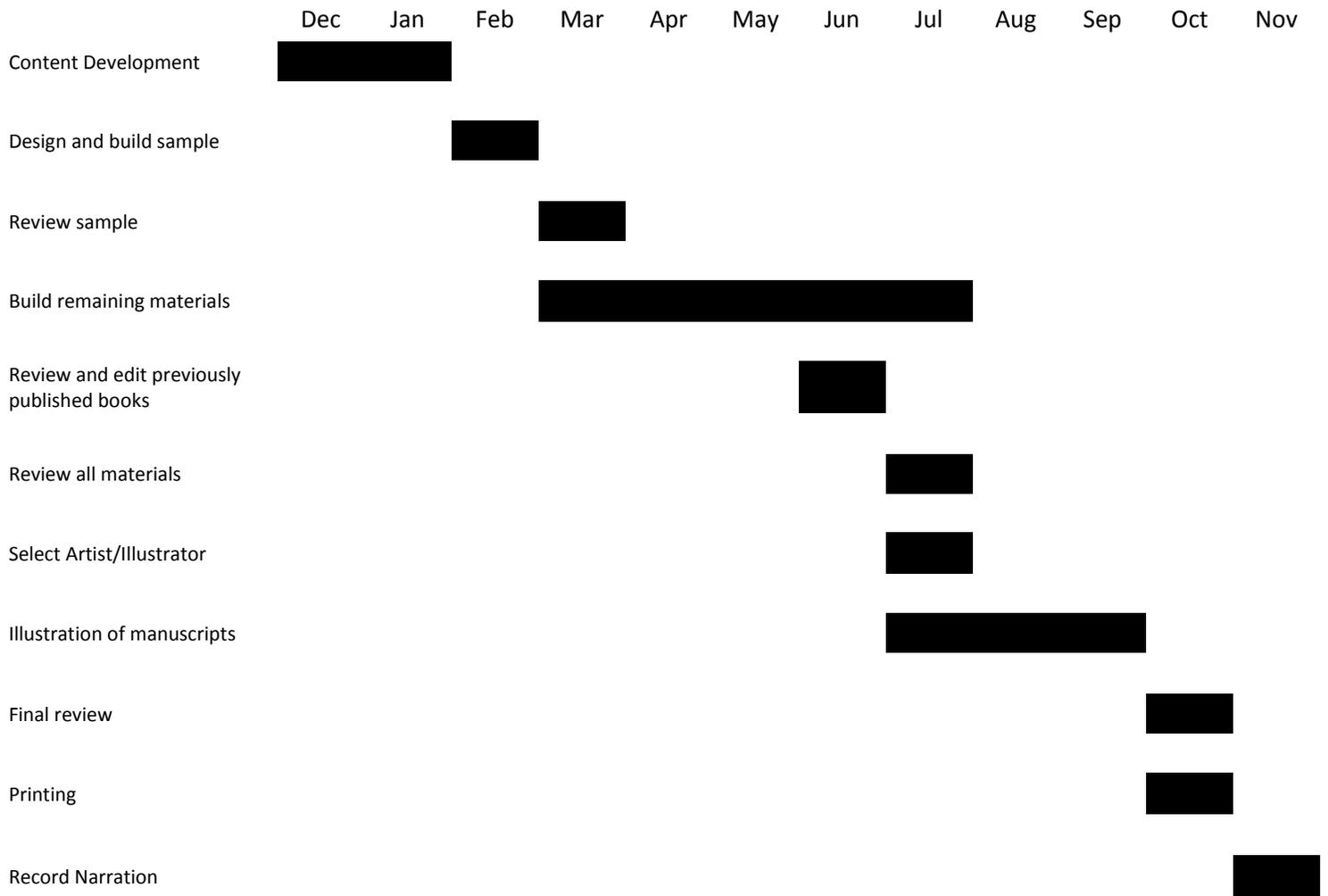
grants for Native Language Preservation, to continue developing new material and translating the existing materials from Yurok to other local languages.

Additionally, the project has the potential to have far reaching impacts into the community beyond our Rancheria. The Yurok Language Consultant teaches a community class, which will be able to utilize the materials. She also teaches at the High School level. Each year, some of her students in her advanced class go into local elementary schools and teach language. Her students will be able to utilize the materials we create to bring the language learning opportunities to a wider audience.

Our elders often say that you cannot have a culture without language; that the language itself provides a distinct opportunity to understand our worldview as Yurok people. This is clearly demonstrated in how we describe our world, and our relationship to it. For example, in western society, we understand directions and location in terms of the Cardinal points and maps. If you ask a Yurok person to give directions in English you may get the GPS coordinates and a detailed map or you may get “turn toward the river after the second tree past Johnny’s house.” However, ask a Yurok person to give you directions in the Yurok Language, and it is a much different experience. All ways of describing location are in direct relationship to where you are on the Klamath River (or if on the Coast to specific landmarks or features), you are either upriver (from something), downriver from something and/or facing toward specific, often spiritually significant, landscape features (i.e., east or west). This demonstrates the connection of people to place, and the importance of place to cultural practice, cultural identity and continued existence as Yurok people, something that doesn’t necessarily translate in English. This is how vitally important language is in maintaining culture.

The Trinidad Rancheria is committed to the preservation of language and culture. Our primary mission of the Library is to promote the wellbeing and preserve the history of the Trinidad Rancheria. The Library is intended to be the holding place for the history of the Tribe, through the preservation of both oral histories and written documents. *Saa- 'a-goch (speak Yurok): Cultural Literacy Project* provides an opportunity for the Rancheria to be pro-active about that mission. It gives us an opportunity to directly impact the possibilities for language learning in our community as well as provide opportunities to explore cultural values through story telling.

Trinidad Rancheria Library
IMLS Enhancement Grant 2018
Year One



Trinidad Rancheria Library
IMLS Enhancement Grant 2018
Year Two

	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Convene parent committee	■											
Design storytime program	■											
Program announcement	■											
Implementation of weekly storytime programming			■									