The Pyramid Lake Paiute Tribe is applying for funding through the Native American Library Services Enhancement Grant under the Preservation and Revitalization category. The proposed **Kooyooe Tukuda Library Enhancement Initiative (KTLEI)** will serve residents of the Pyramid Lake Paiute Tribe Reservation in Nevada. The Pyramid Lake Tribe is a Federally-recognized Tribe with a total enrollment of 2,879. The Pyramid Lake Reservation is located in the northwestern part of the State of Nevada. It is the largest Reservation in Nevada and encompasses 475,000 acres (or approx. 742.2 sq. miles). The resident population - based on the most recent (2014) Bureau of Indian Affairs Labor Force Report, is approximately 1,270 individuals, however, based on our 2015 internal Tribal Enrollment numbers, our year-round Tribal population of enrolled Tribal members is at 1,315 (435 in Nixon; 129 in Sutcliff; and 751 in Wadsworth). There are two schools located on the Reservation (an elementary school in the Wadsworth community and a junior-senior high school in the Nixon community).

The **purpose** of the **Kooyooe Tukuda Library Enhancement Initiative (KTLEI)** is to increase the capacity of the Pyramid Lake Paiute Tribal Library to serve as a resource for the preservation and revitalization of our Native Culture and Native Language, while also supporting the educational, lifelong learning, workforce development and digital literacy improvement needs of our Tribal residents—particularly our youth. While the Tribe does offer limited programming to support Native Language fluency, the Tribe lacks a single-point resource for preserving and revitalizing our Native Culture and Native Language. We believe that language and culture are cohesively intertwined and through efforts to regenerate our Kooyooe Tukuda Language amongst our people (children; toddlers, youth, adults, and elders), it will strengthen our families and communities. The strongest identified Tribal language learning resource is our Tribal Elders; as they are the most fluent speakers. As our Elders pass on, they take our language with them - we lose their expertise. Their knowledge must be documented through the use of modern technology and the information collected must be shared and kept for both current and future use. Project activities will include:

To increase Native Language fluency, through **KTLEI,** the Library will offer:
- ➢ Weekly Native Culture/Native Language study and discussion groups led by Tribal Elders. Programming will be offered three days a week during the summer months.
- ➢ Weekly puppet shows for youth. The puppet shows will emphasize our Native Culture and integrate our Native Language to increase fluency. Programming will be offered three days a week during the summer months.
- ➢ Establishment of a Native Culture/Native Language resource center that will enable Tribal residents of all ages to engage in structured self-study activities.

To increase academic proficiency in Math and Reading among Tribal youth, through **KTLEI,** the Library will offer twice-weekly, age-appropriate homework assistance and small group/one-on-one tutoring for youth. To increase Workforce Readiness among Tribal residents, through **KTLEI,** the Library will offer twice-monthly Workforce Readiness training sessions.

The **goals** of **KTLEI** include: 1) increase fluency of Tribal youth in the Kooyooe Tukuda Language; 2) Improve academic outcomes among Tribal youth; and 3) boost the workforce readiness of our Tribal residents. **Objectives** include: 1) establish Native Language programming at the library; establish youth tutoring programs targeting elementary, middle and high school students; and establish a **Tribal Workforce Readiness Improvement Initiative.** Project **outcomes** include: increase Native Language fluency among Tribal youth; increased academic achievement among Tribal youth; and increased knowledge of workforce readiness skills.

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1. Statement of Need:
The Pyramid Lake Paiute Tribe is applying for funding through the Native American Library Services Enhancement Grant under the Preservation and Revitalization category. The proposed **Kooyooe Tukuda Library Enhancement Initiative (KTLEI)** will serve residents of the Pyramid Lake Paiute Tribe Reservation in Nevada. The Pyramid Lake Tribe is a Federally-recognized Tribe with a total enrollment of 2,879. The Pyramid Lake Reservation is located in the northwestern part of the State of Nevada. It is the largest Reservation in Nevada and encompasses 475,000 acres (or approx. 742.2 sq. miles). The Reservation has three communities (Nixon, Wadsworth, and Sutcliffe) located about 15-20 miles apart (one way). The resident population - based on the most recent (2014) Bureau of Indian Affairs Labor Force Report, is approximately 1,270 individuals, however, based on our 2015 internal Tribal Enrollment numbers, our year-round Tribal population of enrolled Tribal members is at 1,315 (435 in Nixon; 129 in Sutcliff; and 751 in Wadsworth). There are two schools located on the Reservation (an elementary school in the Wadsworth community and a junior-senior high school in the Nixon community).

Poverty and unemployment on the Reservation are pervasive. Much of the economy on the Reservation is centered around fishing and recreational activities at Pyramid Lake. The poverty rate on the Reservation ranges from 25.4% to more than 40% (U.S. Census Bureau data, 2016) and the unemployment rate is a staggering 44%. The majority of the Reservation resident population is comprised of young persons below the age of 35. The median age on the Reservation is just 22 years old.

The **purpose** of the **Kooyooe Tukuda Library Enhancement Initiative (KTLEI)** is to increase the capacity of the Pyramid Lake Paiute Tribal Library to serve as a resource for the preservation and revitalization of our Native Culture and Native Language, while also supporting the educational, lifelong learning, workforce development and digital literacy improvement needs of our Tribal residents—particularly our youth. While the Tribe does offer limited programming to support Native Language fluency, the Tribe lacks a single-point resource for preserving and revitalizing our Native Culture and Native Language. Current language offerings include:

➢ Head Start: 20 children, age 4, taking part in 30-minute sessions twice each week
➢ Day Care: 20 children aged 3-10, taking part in 30-minute sessions twice each week
➢ Natchez Elementary School: 167 students Grades K-6 taking part in 30-minute sessions weekly
➢ Pyramid Lake High School: 100 students Grades 7-12 taking part in 45-minute sessions weekly
➢ Community-Paiute: 10 adult students taking part in hour-long sessions each Tuesday
➢ Cultural-Native Studies Department: 25 students Grades 7-12 take part in 60-minute sessions
➢ blending language and dance, once each week.

We believe that language and culture are cohesively intertwined and through efforts to regenerate our Kooyooe Tukuda Language amongst our people (children; toddlers, youth, adults, and elders), it will strengthen our families and communities. The strongest identified Tribal language learning resource is our Tribal Elders; as they are the most fluent speakers. As our Elders pass on, they take our language with them - we lose their expertise. Their knowledge must be documented through the use of modern technology and the information collected must be shared and kept for both current and future use.

Language is the foundation of who we are, therefore, it is essential that as a Tribe, we preserve the uniqueness of our culture and to teach our People our Northern Paiute Language. The Kooyooe Tukuda (Cui-ui Eater) Band of Northern Paiute, in earnest efforts to preserve its Northern Paiute language, established a Language Program and hired a Cultural Coordinator, bringing ongoing instruction to youth and adults alike. Initial efforts, while important, are simply not enough.

The Pyramid Lake Paiute Tribe Library is a vital community resource supporting preservation and revitalization of our Native Culture and our Native Language as well as the overall social, educational and economic well-being

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of Tribal residents. To that end, the Library offers free wi-fi and computer stations (with broadband access) to enable Tribal residents of all ages to conduct research, complete homework assignments, enhance their job skills, or conduct job searches, among other functions. The Library also offers printers, books and magazines, a television, DVDs for resident use, as well as a Children's Reading Area.

The Library is in the town of Nixon on the Pyramid Lake Paiute Reservation. The Library encompasses approximately 2,500 square feet and is situated near other community resources such as the Nixon Gym and other spots where local youth and residents gather. The Library has been operating for about 20 years with the collection growing to approximately 3,500 books today, covering a wide variety of topics, including (but not limited to): fiction; non-fiction; children's books; education-related books; and a variety of books and resources relating to our Native Culture and Native Language. The Library is staffed by one part-time Librarian and is open during the following hours: Sunday (1:00 PM to 5:00 PM); Monday (1:00 PM to 4:00 PM); Tuesday (1:00 PM to 4:00 PM); and Wednesday (10:00 AM to 12:00 PM). On average, the Library serves approximately 30 persons per month.

The Library also offers free wi-fi and community resource listings. In terms of programming, the Library offers activities such as story time for toddlers and pre-school children.

Native Language Fluency and Academic Achievement: The Kooyooe Tukuda language is at risk of disappearing. The last in-depth survey measuring Kooyooe Tukuda Language speakers was conducted in 2003. At that time, there were 64 fluent speakers. In 2017, voting records were used to determine the status of Kooyooe Tukuda speakers. The number of fluent speakers has been reduced by nearly 50%, with only 34 speakers remaining today. This unsettling information is simply a reminder that something must be done, today.

2003		2017	
Fluent Female, over 62	40	Fluent Female, over 62	22
Fluent Male, over 62	24	Fluent Male, over 62	12
Total	64	Total	34

The current rate of decline, the Kooyooe Tukuda Language could die out within 10 years. We know of one fluent speaker who is about 40 years-old, and another who is in her 50s. Anecdotally, we also know that many Tribal residents are familiar with various words and phrases of the language, but in terms of proficiency, they are far below the level of 'basic' and would be unable to hold a conversation with a fluent Kooyooe Tukuda speaker. Language instruction is limited. Currently, the following groups benefit from Kooyooe Tukuda classes and exposure:

  ➢ **Head Start:** 20 children, age 4, taking part in 30-minute sessions twice each week
  ➢ **Day Care:** 20 children aged 3-10, taking part in 30-minute sessions twice each week
  ➢ **Natchez Elementary School:** 167 students Grades K-6 taking part in 30-minute sessions weekly
  ➢ **Pyramid Lake High School:** 100 students Grades 7-12 taking part in 45-minute sessions weekly
  ➢ **Community-Paiute:** 10 adult students taking part in hour-long sessions each Tuesday
  ➢ **Cultural-Native Studies Department:** 25 students Grades 7-12 take part in 60-minute sessions blending language and dance, once each week.

Tribal youth living on the Pyramid Lake Paiute Tribe Reservation are **desperately in need of academic support and intervention.** The most recent data (2017) obtained from the Nevada Department of Education shows that **just 10 percent of students attending Natchez Elementary School** (located on the Reservation) **are proficient in Math and just 15 percent are proficient in Reading.** This is in stark contrast to academic achievement for students across the rest of the Nevada (40% proficient in Math and 45% proficient in Reading). Similarly, students attending Pyramid Lake High School are also struggling academically in comparison to their peers as evidenced by the fact that just 38 percent of Pyramid Lake High school students are proficient in Reading (52% Nevada average proficiency rate) and only 18.75 percent are proficient in Math (48% Nevada average proficiency rate).

2. Project Design

The activities outlined below were decided upon after a careful analysis of assessment data gathered in 2017 and 2018. The Pyramid Lake Paiute Tribe meets regularly to conduct leadership, management, and needs assessment activities. In 2017, surveys as well as open Council meetings were utilized to gather information and input from Tribal Membership regarding the most critical needs facing the community. Council meeting attendees indicated growing concern over the decline of the Kooyooe Tukuda Language, and the lack of effective language education opportunities and resources. Survey results indicated identical concerns, aligning the loss of the Kooyooe Tukuda Language with the loss of cultural identity, ancestral connections, and Tribal pride. The assessments also revealed a strong community desire to provide our Tribal youth with academic supports and interventions and to explore activities to increase the workforce readiness of Tribal residents. To that end, **KTLEI** includes the following activities:

Native Culture and Native Language: To increase Native Language fluency, through **KTLEI,** the Library will offer:
- ➢ Weekly Native Culture/Native Language study and discussion groups led by Tribal Elders. Programming will be offered three days a week during the summer months.
- ➢ Weekly puppet shows for youth. The puppet shows will emphasize our Native Culture and integrate our Native Language to increase fluency. Programming will be offered three days a week during the summer months.
- ➢ Establishment of a Native Culture/Native Language resource center that will enable Tribal residents of all ages to engage in structured self-study activities.

Academic Supports and Interventions for Tribal Youth: To increase academic proficiency in Math and Reading among Tribal youth, through **KTLEI,** the Library will offer twice-weekly, age-appropriate homework assistance and small group/one-on-one tutoring for youth. These sessions will be offered for 30 minutes twice per week and will be facilitated by volunteers (retired teachers and qualified retired persons) and Library facilitators. Based on individual need, tutoring and homework assistance will be provided in small groups and one-on-one for students in need of extra assistance.

Improving Workforce Readiness: To increase Workforce Readiness among Tribal residents, through **KTLEI,** the Library will offer twice-monthly Workforce Readiness training sessions. Specific activities will include (but are not limited to):
- ➢ Job search training.
- ➢ Resume preparation.
- ➢ Job interview preparation training.
- ➢ Job skills assessments.
- ➢ Informational sessions about how to access online job readiness improvement and workforce development training opportunities. To that end, the Library will increase its number of computers to enable Tribal residents to participate in online job skills improvement workforce development opportunities available through local providers such as the Workforce Development Board and others.
- ➢ During the summer months, programming will be offered weekly to encourage Tribal youth participation.

Year One Work Plan			
Activity	Milestone	Timeframe	Responsible Party

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Activity	Milestone	Timeframe	Responsible Party
KTLEI Advisory Council meets monthly.	Council provides implementation guidance and support each month; supports continuous improvement.	Monthly (Months 1 – 12)	Project Director (PD)
Collaborate with Numaga Elders (Pyramid Lake Tribe's senior citizen' s program) and the Cultural Committee to develop and deploy an outreach campaign to engage at least 15 Native Language speakers to make recordings.	Outreach strategy complete; at least 15 Tribal Elders are committed to supporting **KTLEI.**	Months 1	PD
Computer and supply needs are reviewed and finalized.	Final, approved list of computers and program supplies is complete; items acquired.	Months 1 - 2	PD
Develop programming and programming schedules.	Programming (e.g., Native Language Fluency, Academic Support, Workforce Development) is finalized and scheduled.	Months 1 – 2	PD; AC
Library personnel and volunteers.	Existing Library personnel and qualified volunteers are recruited to lead Academic Support activities.	Months 1 – 3	PD; AC
Secure summer, part-time personnel.	Summer, part-time personnel are recruited, hired and trained.	Months 2 – 3	PD; AC
Community outreach to announce programming.	Community Outreach strategy is finalized and executed.	Months 1 – 12	PD; Advisory Council (AC)
Research best practices in community-driven Native Language programming.	Best practices identified and selected for Native Language fluency programming to be led by Tribal Elders.	Month 2	PD
Quarterly Progress Report (QPR).	QPR is prepared and disseminated.	Quarterly	PD; Evaluator
Data Collection.	Evaluation baselines are established.	Month 4	Evaluator
Programming.	Native Language Fluency; Academic Support and Workforce Development activities are underway.	Months 4 – 12	PD; AC
Stakeholder Survey.	Annual Survey is administered.	Month 11	Evaluator
Year-end report.	Year-end report is prepared and disseminated.	Month 12	PD; Evaluator
Year Two Work Plan			
Activity	**Milestone**	**Timeframe**	**Responsible Party**
KTLEI Advisory Council meets monthly.	Council provides implementation guidance and support each month; supports continuous improvement.	Monthly (Months 1 – 12)	Project Director (PD)
Data Collection.	Evaluation baselines are established.	Month 1	Evaluator
Review Year One program activities.	Advisory Council reviews Year One progress and makes programmatic adjustments based on feedback.	Month 1	PD; AC

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Review programming and programming schedules.	Programming schedules and activities are revised based on performance feedback as appropriate.	Month 1	PD; AC
Secure summer, part-time personnel.	Summer, part-time personnel are recruited, hired and trained.	Months 2 – 3	PD; AC
Programming.	Programming continues	Months 1 - 12	PD; AC
Community outreach continues.	Community Outreach continues.	Months 1 – 12	PD; AC
Quarterly Progress Report (QPR).	QPR is prepared and disseminated.	Quarterly	PD; Evaluator
Stakeholder Survey.	Annual Survey is administered.	Month 11	Evaluator
Year-end report	Year-end report is prepared and disseminated.	Month 12	PD; Evaluator

Project Management Approach: Julia Keller, Head Librarian for the Pyramid Lake Paiute Tribe Library will serve as Project Director, devoting 75% (.75 FTE) of her time towards ensuring that all **KTLEI** activities are carried out on-time, as-specified, within the designated budget and in full compliance with funding program requirements. She will be supported by a multi-disciplinary **KTLEI Advisory Council,** comprised of Tribal leaders, Tribal Elders, community stakeholders, Tribal department heads, adults and youth. The Council meets monthly and has the primary role of serving in an advisory capacity, guiding project development, implementation and sustainment while also reviewing performance feedback on a regular basis, providing suggestions for refining, strengthening and improving the project approach as appropriate.

3. Impact

To support its overall project **purpose, KTLEI** has the following **goals** and related **objectives:**

- ➢ **Goal 1:** Increase fluency of Tribal youth in the Kooyooe Tukuda Language.
    - o **Objective 1:** Within 12 months of project start, establish new Kooyooe Tukuda Language programming at the library to increase Native Language fluency among Tribal youth.
        - ▪ **Outcome 1:** By the end of year one, at least 60 percent of youth participating in library-based Native Language fluency programs will demonstrate growth towards fluency, as measured through pre- and post-assessments. At least 80 percent will demonstrate growth towards fluency by the end of year two.
- ➢ **Goal 2:** Improve academic outcomes among Tribal youth.
    - o **Objective 1:** Within 12 months of project start, establish youth tutoring programs targeting elementary, middle and high school students living on the Reservation.
        - ▪ **Outcome 1:** At the end of year one, among Tribal youth attending tutoring for 90 days or more, in comparison to the baseline (TBD), there will be an increase in English Language Arts (ELA) achievement of at least 3 percent, as measured by standardized assessments. By the end of year two, there will be an increase in ELA achievement of at least 5 percent, in comparison to the start-of-year baseline.
        - ▪ **Outcome 2:** At the end of year one, among Tribal youth attending tutoring for 90 days or more, in comparison to the baseline (TBD), there will be an increase in Mathematics achievement of at least 3 percent, as measured by standardized assessments. By the end of year two, there will be an increase in Mathematics achievement of at least 5 percent, in comparison to the start-of-year baseline.
- ➢ **Goal 3:** Boost the workforce readiness of our Tribal residents.
    - o **Objective 1:** Within 12 months of the project start, establish a **Tribal Workforce Readiness Improvement Initiative** to boost the job readiness skills of Tribal residents.
        - ▪ **Outcome 1:** Each year of the grant, among participants of the initiative, as measured by a

pre- and post-survey, at least 90% will indicate increased knowledge of workforce readiness skills, including: how to search for jobs; how to prepare a resume; and job interview skills.

Evaluating impact: The Tribe intends to contract with a skilled professional third-party evaluator to ensure ongoing, accurate, objective monitoring and assessment of our progress towards achieving our intended goals and objectives. The selected evaluator will work with the project team to develop and implement a framework to provide ongoing feedback and assessment through qualitative and quantitative evaluation measures. Ongoing process evaluation will provide accurate and continually updated data with which to monitor project progress. A fidelity checklist will be used to measure process outcomes (e.g., adherence to timelines, completion of specific tasks, etc.). At the outset of the program, a detailed evaluation and data collection plan will be agreed upon and timetables finalized, which will help to further align the evaluation activities with intended outcomes and build a common understanding of the role of evaluation in the program's implementation. Measurable indicators will be assigned to all process, outcome, and performance objectives and milestones as appropriate. In addition, consistent data collection processes will occur throughout the program term on an ongoing and systematic basis. Quarterly progress reports (QPRs) will report on data collection, flow-through, quality, clean-up, and implementation/results gaps. Project leadership will discuss the reports during regular team meetings and make adjustments as necessary in order to ensure that all milestones are met within the 24-month project period and that a final summative report is submitted.

Data collection: To ensure timely collection of relevant performance feedback and data, a **Data Collection Specialist** will oversee and manage the data collection process. All data will be stored in a secure, encrypted database with multiple backups and robust security measures to protect data integrity. All individually-identifiable personal information will be coded to ensure confidentiality.
The evaluator will collect, analyze and report on the following data:

Objective/Outcome	Data Source	Frequency of Collection
Objective 1/Outcome 1	American Council on the Teaching of Foreign Languages (ACTFL) assessment instrument.	Twice per year
Objective 2/Outcome 1	Standardized ELA assessment (TBD) aligned to Nevada State Standards.	Twice per year
Objective 2/Outcome 2	Standardized Mathematics assessment (TBD) aligned to Nevada State Standards.	Twice per year
Objective 3/Outcome 1	Post-participation survey	Ongoing (after each event)

In addition, the evaluator will administer an annual **stakeholder survey** to measure satisfaction with **KTLEI** and the perceived degree to which activities have achieved their desired goals, objectives and outcomes.

Data will be analyzed using the STATA Data Analysis and Statistical Software program or similar and be reported using descriptive statistics (numerical counts or frequencies, percentages, measures of central tendency and measure of variability). Qualitative data gathered from surveys with open-ended questions will be analyzed using Atlas.ti and an inductive approach, which will allow the evaluator to: (a) condense the raw textual data into a brief, summary format; (b) establish clear links between the evaluation and the summary findings derived from the raw data; and (c) develop a framework of the underlying structure of experiences or processes that are evident in the raw data. To gather qualitative feedback, the evaluator will administer an annual survey that gathers stakeholder (e.g., students, teachers, school administrators, parents, community partners) feedback across multiple dimensions (e.g., perceptions of program's impact, etc.).

Specific information detailing the long-term potential benefits of **KTLEI** is provided in the Sustainability (Section 5) section below.

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4. Communication Plan

The targeted audience (Pyramid Lake Paiute Tribe Tribal residents) was directly involved in designing the proposed Library Enhancement Initiative**.** To that end, two Native Language program-specific meetings were held in 2017. One in May (May 11) and one in July (July 26). The purpose of the meetings was to gather as a community and discuss ways to revitalize our Native Kooyooe Tukuda Language. Through these meetings, we identified our fluent speakers and available assets/resources to support Native Language preservation, as well as how we are going to support growth in the number of Native Language speakers in our community. In addition, community surveys were   distributed and collected, and informal meetings with Tribal Elders were held. The May meeting also included Maori visitors who shared with participants, their experience in revitalizing their Native Language.

We are confident in our abilities to communicate with and engage the targeted community. For instance, the Tribe developed a four-week summer Cultural Camp for Tribal youth. The Cultural Camp has been well-received by the community and grew more popular over time as demonstrated by the fact that over the Camp's four weeks in July 2016, there was an average daily attendance of 73 students, which was an increase from the previous year of an average daily attendance of anywhere from 60 to 65 students. Tribal elders were key to the success of the cultural camp and they served as consultants to the program. The proposed **Kooyooe Tukuda Project** will **build upon these established community connections** to achieve the desired goals, objectives and outcomes. The communication plan for **KTLEI** will build upon the success of the Cultural Camp. A summary of the strategy is summarized below.

Component	Description	Timeframe	Responsibility
Initial announcement	Inform the community about the grant award and program via a press release and community announcements (e.g., posters, mentions at Tribal Council meetings and community meetings).	Within 45 days of award	Project Director (PD)
Social media sites	Develop **KTLEI** -specific social media pages for Facebook and Instagram. The Project Director will monitor the social media sites (daily) and ensure information is updated at least monthly.	Within 90 days of award and ongoing	PD; Advisory Council (AC)
Project web page	Develop a **KTLEI** web page on the Pyramid Lake Paiute Tribe website. The page will include program information, downloadable materials, information about volunteer opportunities and links to registration materials.	Within six months of award. The page will be updated quarterly.	PD; AC
Community outreach	Promotional materials (e.g., posters, brochures) that provide information about **KTLEI** will be placed throughout the Reservation.	Monthly – ongoing	PD; AC
Monthly Advisory Council meetings	The composition of the **KTLEI Advisory Council** includes a broad spectrum of community stakeholders. In addition to department heads and program leaders, Council participation will be open to all Tribal residents. The Council is the primary means by which **KTLEI** will engage the community in program design and execution.	Monthly throughout the project period and beyond	PD; AC

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Quarterly Progress Reports (QPRs)	QPRs will provide quarterly programmatic and financial updates. QPRs will be promoted throughout the community and available for download on the Project web page.	Quarterly throughout the project period and beyond	PD; AC
Tribal Council updates	The Project Director will place **KTLEI** updates on the Tribal Council agenda for Council and community discussion at least 3 times per year.	Every 4 months – ongoing	PD

5. Sustainability

The Tribe is committed to sustaining **KTLEI,** long beyond the grant-funded project period. The requested ANA funding will support deployment of the organizational framework necessary to achieve the desired goals, objectives and outcomes throughout the grant-funded project period and beyond. At the conclusion of the grant, the Tribe will continue to fund the program and is committed to at a minimum, serving the same number of youth and community members each year. To that end, within the first six months of the project, the **KTLEI Advisory Council** will finalize the long-term sustainability plan. The first step involves finalizing the annual expenses necessary to sustain the initiative. Next the Council will identify potential Tribal, local, state and federal sources to fund these activities. The Council will then develop strategies, timelines, action items and responsibilities for approaching each. The Plan will be reviewed annually.

KTLEI will have powerful and lasting benefits for the Pyramid Lake Paiute Tribe community (target population). Culture and language are the cornerstones of Native American culture. Research shows that language revitalization is a key empowerment tool for Native American communities. Language learning confers cognitive advantages, enhances self-esteem and cultural well-being, and strengthens community bonds. As one indigenous language instructor put it, "Our language is the number-one source of our soul, our pride, our being, our strength, and our identity."[1] The methods for creating fluent speakers of Native American languages are well-tested and effective. All involve immersing language learners in their language, whether in one-on-one master-apprentice relationships, in language-nest intergenerational settings, or in immersion preschools or classrooms.

These strategies clearly have long-lasting benefits for participants and Native communities. For instance, in Window Rock, Arizona, American Indian children who began school in Dine (Navajo) and learned English as a second language performed almost two grade levels above their peers who started school in English. In Hilo, Hawai'i, children who attended Hawaiian immersion schools had a zero percent dropout rate and a much higher level of college attendance than their non-immersion-school peers.[2] Across the country, where Native American children know their language, they are more likely to use their education and talents to enrich their communities. This translates into better-off Native American communities that are determining their own futures. Other researchers have validated this premise. As an example, in *To Build a Bridge: Working with American Indian Communities*, authors John Poupart and John Red Horse affirm that "cultural values have been the source of strength for Indian people for many centuries. Today," they say, "traditional Indian values are being rediscovered and implemented in restorative justice, leadership, alternative dispute resolution, and community development programs."[3]

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[1] https://www.culturalsurvival.org/publications/cultural-survival-quarterly/saving-americas-endangered-languages

[2] Ibid.

[3] http://blog.nrcprograms.org/wp-content/uploads/2011/05/importance1.pdf

Schedule of completion

Year One Work Plan			
Activity	**Milestone**	**Timeframe**	**Responsible Party**
KTLEI Advisory Council meets monthly.	Council provides implementation guidance and support each month; supports continuous improvement.	Monthly (Months 1 – 12)	Project Director (PD)
Collaborate with Numaga Elders (Pyramid Lake Tribe's senior citizen' s program) and the Cultural Committee to develop and deploy an outreach campaign to engage at least 15 Native Language speakers to make recordings.	Outreach strategy complete; at least 15 Tribal Elders are committed to supporting **KTLEI.**	Months 1	PD
Computer and supply needs are reviewed and finalized.	Final, approved list of computers and program supplies is complete; items acquired.	Months 1 - 2	PD
Develop programming and programming schedules.	Programming (e.g., Native Language Fluency, Academic Support, Workforce Development) is finalized and scheduled.	Months 1 – 2	PD; AC
Library personnel and volunteers.	Existing Library personnel and qualified volunteers are recruited to lead Academic Support activities.	Months 1 – 3	PD; AC
Secure summer, part-time personnel.	Summer, part-time personnel are recruited, hired and trained.	Months 2 – 3	PD; AC
Community outreach to announce programming.	Community Outreach strategy is finalized and executed.	Months 1 – 12	PD; Advisory Council (AC)
Research best practices in community-driven Native Language programming.	Best practices identified and selected for Native Language fluency programming to be led by Tribal Elders.	Month 2	PD
Quarterly Progress Report (QPR).	QPR is prepared and disseminated.	Quarterly	PD; Evaluator
Data Collection.	Evaluation baselines are established.	Month 4	Evaluator
Programming.	Native Language Fluency; Academic Support and Workforce Development activities are underway.	Months 4 – 12	PD; AC
Stakeholder Survey.	Annual Survey is administered.	Month 11	Evaluator

Year-end report.	Year-end report is prepared and disseminated.	Month 12	PD; Evaluator
Year Two Work Plan			
Activity	**Milestone**	**Timeframe**	**Responsible Party**
KTLEI Advisory Council meets monthly.	Council provides implementation guidance and support each month; supports continuous improvement.	Monthly (Months 1 – 12)	Project Director (PD)
Data Collection.	Evaluation baselines are established.	Month 1	Evaluator
Review Year One program activities.	Advisory Council reviews Year One progress and makes programmatic adjustments based on feedback.	Month 1	PD; AC
Review programming and programming schedules.	Programming schedules and activities are revised based on performance feedback as appropriate.	Month 1	PD; AC
Secure summer, part-time personnel.	Summer, part-time personnel are recruited, hired and trained.	Months 2 – 3	PD; AC
Programming.	Programming continues	Months 1 - 12	PD; AC
Community outreach continues.	Community Outreach continues.	Months 1 – 12	PD; AC
Quarterly Progress Report (QPR).	QPR is prepared and disseminated.	Quarterly	PD; Evaluator
Stakeholder Survey.	Annual Survey is administered.	Month 11	Evaluator
Year-end report	Year-end report is prepared and disseminated.	Month 12	PD; Evaluator