

Quapaw Tribe of Oklahoma

IMLS Native American Enhancement Grant Proposal

Abstract

Lead Applicant: Quapaw Tribe of Oklahoma

What and Why Will We Accomplish: The purpose of this project is four-fold: 1) To preserve and promote the rich heritage of the Quapaw Tribe, specifically the art of pottery; 2) To increase access to information to all by enhancing and improving the resources of the library; 3) To promote literacy, especially in the early learning years. 4) To provide area elementary students high quality, rigorous and authentic learning experiences designed to promote the creation and implementation of effective STEM education that results in outstanding academic achievement for all students. These will be accomplished to meet the community needs identified below.

Timeframe: 10/01/2018-09/30/2020

Community Needs: The identified needs are: 1) inadequate literacy resources to meet the needs of a diverse community; 2) need for Native American cultural/history preservation; 3) lack of sufficient technology-based resources; and 4) lack of literacy-based programs for children.

Intended Audience: Quapaw Tribal members around the world and the local population (both native and non-native), which emphasis on youth.

Goals, Outcomes, Results, and Activities: Goal 1: Transform the library into a first-class information center, accessible, and welcoming to all by: (1) providing access to information to meet the needs of a very diverse community by completing collection reconditioning, and adding current, relevant materials to the collection; and (2) helping instill the joy of reading and early learning in youth by hosting 2 story-hour sessions per week, and 1 family reading night per month. Goal 2: Provide programs/events that will demonstrate the Native American traditions, history, culture and language by: (1) incorporating Native culture, crafts, language-oriented classes and entertainment programs by hosting 4 all-age workshops a year; and (2) expanding the Quapaw Youth Pottery Program to host one class per month. Goal 3: To continue to reach patrons beyond the doors of the library to remain viable and competitive in our ever-changing, technological world, by meeting the needs of users and maintain a favorable position relative to other information providers by: (1) increasing the number of electronic resources, to patrons beyond the doors of the library by purchasing additional online resources via Oklahoma Virtual Library; and (2) using web-based services to impact a greater number of people, promote the joy of reading and the value of the library by purchasing, implementing, and advertising Universal Class Online and Britannica Library subscriptions/services. Goal 4: To expand the after-school program, by increasing the class size, incorporating history of the tribe into the program, and adding Art as a component to the sessions, thus making the sessions STEAM, rather than STEM, to engage the students in the learning process by combining the library's physical collection and digital collection of resources and results in outstanding academic achievement for all students by: (1) helping more tribal youth better understand and appreciate the role of the Quapaw Tribe in their lives by expanding the size the afterschool program; and (2) helping children develop better reading and learning skills by incorporate literacy-based programs and arts curriculum into afterschool program.

Measurable Changes of Stakeholders: As a result of the project, patrons will utilize the library services more, have increased satisfaction with the library's collection, gain an increased knowledge of the Quapaw culture, and demonstrate improved literacy competency.

Project Category: Educational Programming is the primary category; however, the project could also be considered a Preservation and Revitalization given the scope.

1. Statement of Need

Library's Audience: The Quapaw Tribal Library is located in the small rural community of Quapaw, Oklahoma. Although the community has been severely affected by unfortunate circumstances in recent years, the town is rebounding, rebuilding and striving to build a strong community for its citizens, thanks in large part to the Quapaw Tribe. Quapaw is located near the "Tar Creek Superfund Site", one of the largest superfund sites in the United States. In May 2008, another tornado hit the area. Then in 2014, an EF2 rated tornado, struck Quapaw resulting in the death of one person, and severely injuring five. In all sixty structures in town received moderate to severe damage. Many of the families in the area fall either below or slightly above the national poverty level. According to the Dietitian at the Quapaw School 74% of the students now qualify for either free or reduced lunches based upon their family income, and that figure is expected to rise as well next year. Many of these children have learning disabilities due to the lead and zinc poisoning. According to the Census Bureau the population of Quapaw and the surrounding area was 4,155 in 2010. Businesses in Quapaw consist of two cafes, a paving company and approximately six churches. There is no city library in Quapaw and virtually no "gathering place" for people of any age group in the community.

The total number of Quapaw tribal members stands at 5,078 today, with only 5% of the population ages 65 or older, 46% are under 18, and the remaining 49% are ages 19 to 64. There are no full-blood members. However, in recent years the enrollment has taken a dramatic upturn as more and more Quapaw descendants are applying for membership. Approximately 44% of tribal members live within a hundred-mile radius of Quapaw, while an additional 56% live beyond 100 miles of Quapaw. The elders of the tribe are dwindling, which also means tribal history, cultures and traditions as well as stories are in danger of being lost, unless we act quickly.

Need and How Need was Determined: The library is both a tribal and public library; therefore, the collection must meet the needs of both tribal and non-tribal patrons. The collection must be very diverse, broad in nature, as well as contain current, relevant and desirable information in a variety of formats. We fully realize that a progressive library must look beyond its doors. Therefore, providing online digital materials is no longer a luxury, but a necessity to meet the informational and educational needs of the public. Our vision is to have a library that is making a difference in the lives of people in our community and bustling with patrons of all ages, while aggressive utilizing the newest technology advances to meet the ever-growing needs of our online patrons.

Today, more than ever, libraries are extremely important for the preservation and improvement of our culture, and bridging the information gap within communities, by providing access to information to all. Librarians and the services of the library help guide people in their quest for knowledge, including technology-based resources, by providing that all people have equal access to information. The vision of this project is to transform the library into a "valued institution" that strengthens the community by providing citizens the tools to harness the power of information.

The needs for this funding were determined by carefully studying past resource usage in the library and the library's present collection, comment cards filled out by patrons, surveys filled out by participants at all programs or events, demographic information including household size, poverty and literacy statistics provided by the United States Census Bureau, and working with local school officials and other tribal departments to determine specific needs of the surrounding community. I also worked carefully with the school librarian, and the school dietitian at the local school to determine the actual number of students with learning disabilities, and their particular literacy needs, as well as their individual household demographics. Some surprising results evolved from all our research. It was determined that the greatest need for literacy-based programs and resources needed to target preschool and elementary age students in an effort to jumpstart and reinforce learning habits in their formative years. Unexpectedly, we also discovered that many parents lacked literacy skills, so they felt inadequate to help their children. Using previous IMLS funding this program was initiated in 2016 on a smaller scale, and it was extremely successful. Both tribal members and community members readily embraced the programs and requested more programs like this. We consider the programs, services and resources laid out in this project to be the best solution for the community. The specific needs identified are:

- **Inadequate Literacy Resources to Meet the Needs of a Diverse Community:** A well-balanced, diverse collection is essential to ensuring the informational needs of the community are being met and helping improve reading literacy skills for all ages. Previous IMLS funding has allowed us to begin aggressive collection development, but much more is needed. Although the town of Quapaw has a population of 906, according to the 2010 census, the surrounding area's population is 4,155, of which 44% are under the age of 30. The Quapaw School, which is less than 2 miles from the library, has 591 students enrolled for the 2017-18 school year, with 443 or 75% of these students coming from low-income families thus qualifying them for free and reduced lunches. Only 15% of the homes in the area have access to

a computer at home. The nearest public library, while only 12 miles away, is inaccessible to many of the people in this area. As we strive to meet both the educational and recreational needs of the community, it is essential that the collection contain materials that will encourage and stimulate not only existing readers, but also new readers as they learn, and to make reading and learning an integral part of their lives. The baselines will be: 10,100 current circulation, and 650 annual visitors.

- **Need for Native American Cultural/History Preservation:** We are blessed to have elders in the tribe and local artists from neighboring tribes that are extremely talented in utilizing talents and skills passed down for generations. However, many of the residents in the community, and even some tribal members know little about these traditions, culture or skills, and have expressed a desire to learn these talents to ensure that they are passed to the next generation. Previous IMLS funding allowed us to purchase the materials and host four traditional crafting classes last year (for adults only), which were open to both tribal and non-tribal members. All of the classes were enormously successful. However, working with the Education Director of the tribe, it became abounding clear that the vast majority of our tribal youth have little or no knowledge about many of the traditions, customs or history of the tribe. In addition to the classes currently offered to adults, it is essential that the upcoming youth of the tribe be taught traditional cultural and skills, as they ultimately will be the leaders of the tribe in the future; therefore, we would like to expand cultural classes to target our surrounding youth. The Quapaw, along with other Mississippian Tribes produced some of the finest pottery of prehistoric North America, and the art of pottery making has through the years help define the Quapaw Tribe, however, many of the Quapaw youth know little about this time-honored craft. In addition to our four traditional crafting classes, which are open to everyone, with IMLS Funding we would like to start a monthly pottery class for both adults and youth. We are privileged to have an elder in the tribe that is very proficient in the making of Quapaw pottery and is an excellent instructor. As well, we will bring in other potters from the area to showcase the various types of pottery being made by other tribes. In order to ensure that traditional pottery making stays alive within the tribe, it is essential that both basic and more advanced classes be offered. IMLS funds will be used to purchase supplies for the class. The baselines will be: 4 traditional workshops offered (0 for youth), and 0 pottery classes offered annually.
- **Lack of Sufficient Technology Based Resources:** As stated above our potential patron base is 4,155. In addition, our tribal enrollment is steadily growing each year. An additional 138 tribal members were added within the last year, increasing our tribal enrollment to 5,078, which represents a 3% growth in one year. Of that number 2,843 tribal members live beyond 100 miles from our facilities, thus making traveling to and from the library on a regular basis unfeasible. Finding a way to serve them is essential to our mission of “providing access to information for all”. Many of these remote tribal members have expressed their appreciation for the library and a desire to utilize the library more, but traveling distance prohibits this. With previous IMLS funding we were able to provide access to online eBooks and audiobooks. The circulation statistics for this service has been astounding; however, because of the vast amount of technology-based services available, we believe this is only the starting point. With IMLS funding we would like to expand our online resources to include more literacy-based databases, especially those that emphasize STEM learning. STEM literacy relates to a student's ability to understand and apply concepts from science, technology, engineering and mathematics in order to solve complex problems. In our ever-increasing age of technology, the attributes of STEM learning are more important than ever in helping our children prepare for the future. Although many of the homes in this area don't have access to a home computer, most have cell phones or tablets by which they can access information via the internet. The baselines will be: 1,500 online circulation, and 215 number of eLibrary users annually.
- **Lack of Literacy Based Programs for Children:** Literacy is a life-long process that begins in early childhood and continues throughout a lifetime. With the library being so close in proximity to the Quapaw Public School, we believe the library has the potential to make a visible difference in the lives of both children and adults in this area by providing more literacy-based programs. At present, according to school statistics, there are approximately 107 students or 18% of the student body that suffer from some form of learning disabilities, autism or special needs. Another 18 – 25% of the students are “latchkey” children. While the school has a wonderful special education program, and very qualified and caring teachers, we believe by partnering with the school, we can develop additional programs that will further increase the literacy skills of elementary age children, thus reducing the number of “at risk” children in the district. The O-Gah-Pah learning center has a total of 25 to 30 students each day, ages 6-11, that come to the center each day after school. With funding from a previous IMLS grant after-school STEM sessions were created and piloted on the learning center youth, which were enormously successful. These classes far exceeded our expectations in satisfaction, attendance, and participation. The students were actually enjoying learning STEM principles and begging for more. Many of them

told me the classes were the best part of their day. With funding from this grant, we would like to expand the program by opening it up to the general public, incorporating Quapaw culture and history into the curriculum, and incorporating Arts into the STEM curriculum, making it STEAM curriculum. We believe this is an excellent way to highlight the resources, programs and services of the library, as well as encourage the students to think about pursuing careers in the science and technology fields, as well as highlighting the benefits of art, and its importance to many skilled professionals. The baselines will be: 30 youth participants in the after-school program (current attendance from the learning center), and 4 areas of core education in curriculum (STEM).

All phases of this project directly relate to the goals and objectives set forth in the library's long-range plan. As we preserve and protect the rich heritage of tribe, we strive to empower people in the community, by providing them with the skills and knowledge required to live and work in an ever-changing, technology-based world. As each step of this plan is carefully planned, implemented, monitored and evaluated at regular intervals, the ultimate goal is to see the library come alive with activity, as patrons learn new skills, seek information, and become more aware of the importance of the library in the community. Tribal members will develop a greater sense of pride in their Indian heritage, and the general public will better understand the culture, traditions and language of the tribe.

Role of the Library: The mission of the Quapaw Tribal Library is to provide the Tribal community and others with access to information about American Indian history and culture; to support citizens of the community in their efforts to achieve self-sufficiency; and to assist Tribal programs in providing service to the community. The Quapaw Tribal Library serves both tribal and non-tribal people of the community. The library is open five days a week, from 8:00 to 5:00 pm. The library currently has a little over 8,000 volumes, which include print materials, videos, photographs and audiobooks. The library provides free internet access, six computer workstations and laptops, interlibrary loan service, and one literacy-based workstation for children, as well as three literacy-based tablets for children. In 2008, when the library moved to its new facility, there were 40 registered patrons. Ten years later we now have 878 patrons, of which 110 use our online resources exclusively. The library initially was staffed by one full-time librarian only. Thanks to a previous IMLS grant the library has added an additional full-time library assistant to the staff, which was very much needed as the library continues to grow and more and more patrons utilize the library.

The Quapaw Tribal Library was established in 1989, but due to its location and very limited collection of materials, few tribal members utilized the library and even fewer community members used the library. The library relocated into the newly opened cultural center in December 2008, which increased the size of the library greatly, and made it much more accessible to residents. We have seen a steady growth in the patron count and circulation statistics since then, but we believe the potential for even greater growth is possible with the addition of the following programs and materials. Although our circulation and patron base has vastly increased over the last few years (circulation from 4,539 in 2013 to 10,010 in 2017, and patrons from 323 in 2013 to 879 in 2017) because of the increasing population in our area, the growth potential is still exceedingly high.

Even though new materials are added throughout the year, aggressive collection development is essential to ensuring our collection is meeting the needs of our ever-changing population. The present library is equipped with wonderful, comfortable furnishings to allow for research, or leisure reading in the library, and has increased shelving to allow for growth in the library. The library has six public access computers for patron usage. The new location has allowed the library to become more visible in the community. Our goal is that the library will be seen as the community hub in this area. Funding from this grant will also allow us to increase our collection size and add new resources as we strive to enhance the lives of everyone in the community, and fulfill the mission of the library as defined in the library's long-range plan.

Purpose of the Proposed Project: The purpose of this project is four-fold: 1) To preserve and promote the rich heritage of the Quapaw Tribe, specifically the art of pottery; 2) To increase access to information to all by enhancing and improving the resources of the library; 3) To promote literacy, especially in the early learning years. 4) To provide area elementary students high quality, rigorous and authentic learning experiences designed to promote the creation and implementation of effective STEAM education that results in outstanding academic achievement for all students. This project is designed to meet the needs of people of all ages, but specifically the youth, as they are the future of the tribe and the community as a whole.

2. Project Design

Work Plan: The broad result to be achieved is to transform 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 goals set forth in this proposal have the potential to affect a magnitude of people in our community and beyond and offer them hope for a better tomorrow.

The overall strategy is to develop new library services as well as expand existing library services, to meet the information needs of a very diverse, rural community, and improve the literacy rate among all ages by providing them with the skills/knowledge necessary to succeed in an ever-changing world.

Each goal in this proposal will require careful planning, development, and evaluation in order to ensure the greatest success for both the library and patrons, and ultimately the community as a whole. We believe their impact will be great, as we strive to influence our community, and improve the quality of life for all citizens.

Goal 1: Transform the library into a first-class information center, accessible, and welcoming to all.

Objectives: (1) Provide access to information to meet the needs of a very diverse community by completing collection reconditioning within 12 months of project beginning, and adding current, relevant materials to the collection each year; and (2) help instill the joy of reading and early learning in youth by hosting 2 story-hour sessions per week, and 1 family reading night per month.

Activities Required to Implement the Project: (1) Thoroughly examine the collection, along with past circulation records to determine specific area of need, such as subject matter, relevant topics, specific genre, etc.; (2) purchase current, relevant library materials in a variety of formats to meet the needs of a very diverse community, taking into account that the collection should be inclusive rather than exclusive. (print materials, video, audio books, playaways, etc.); (3) promote the resources of the library to civic groups, schools, etc., so citizens are aware of what the library has to offer; (4) hold weekly story hour sessions with area children to promote early learning, and enhance their joy of reading; (5) hold family reading nights with area adults and youth to promote literacy, learning, and availability of community resources to those at all reading levels; and (6) provide library comment cards to allow both patrons and visitors the opportunity to comment on the service and resource materials they found on their trip to the library.

Goal 2: Provide programs/events that will demonstrate the traditions, history, culture and language of the Quapaw Indians, and other Indian Tribes indigenous to northeastern Oklahoma.

Objectives: (1) Incorporate Native culture, crafts, language-oriented classes and entertainment programs by hosting 4 all-age workshops a year led by trained professionals; and (2) expand the Quapaw Youth Pottery Program to host one traditional/ crafting/ informational program per month for youth ages 13 to 19.

Activities Required to Implement the Project: (1) Contract the services of professional artists, storytellers, instructors, etc. specific to the programs planned (4 public traditional classes and 12 youth pottery classes to be offered per year); (2) work with the PR Director to promote the programs well in advance of their start date so community members, patrons, etc. have ample time to sign up for the specific programs; (3) purchase recommended materials and supplies to implement the specific programs, as well as print materials, videos, etc. for the library's collection which will provide additional information on the specific programs; (4) provide set-up help, and assist instructors with the various programs; (5) host a monthly pottery class to teach and encourage youth to continue this time-honored craft; and (6) host quarterly informational/historical/culture classes appropriate for all age groups utilizing tribal elders as speakers/instructors.

Goal 3: To continue to reach patrons beyond the doors of the library to remain viable and competitive in our ever-changing, technological world, by meeting the needs of users and maintain a favorable position relative to other information providers.

Objectives: (1) Increase the number of electronic resources, to patrons beyond the doors of the library by purchasing additional online resources via Oklahoma Virtual Library; and (2) use web-based services to impact a greater number of people, promote the joy of reading and the value of the library by purchasing, implementing, and advertising Universal Class Online and Britannica Library subscriptions/services.

Activities Required to Implement the Project: (1) Purchase online subscriptions; (2) work with PR Director to promote the new services and make the community and tribal members aware of the new services; (3) work with the public both in person and remotely on how to access and navigate the new services; and (4) incorporate usage of the databases into the after-school program, thus helping students to develop needed research skills.

Goal 4: To expand the after-school program, by increasing the class size, incorporating history of the tribe into the program, and adding Art as a component to the sessions, thus making the sessions STEAM, rather than STEM, to engage

the students in the learning process by combining the library's physical collection and digital collection of resources and results in outstanding academic achievement for all students.

Objectives: (1) Help more tribal youth better understand and appreciate the role of the Quapaw Tribe in their lives by expanding the size the afterschool program; and (2) help children develop better reading and learning skills by incorporate literacy-based programs and arts curriculum into afterschool program.

Activities Required to Implement the Project: (1) work with the Quapaw Public School librarian to choose/develop literacy programs and select students that could truly benefit from these types of programs; (2) purchase literacy-based supplies, databases, software, etc. that will best meet the needs of the students; and (3) expand the after-school program by increasing the class size, incorporating Quapaw history and culture, and incorporating Arts curriculum to further engage the students in the learning process by combining the library's physical collection and digital collection of resources.

Preliminary Planning: The needs for this funding were determined by carefully studying past resource usage in the library, the library's present collection, comment cards filled out by patrons, surveys filled out by participants at all programs or events, demographic information including household size, poverty and literacy statistics provided by the United States Census Bureau, and working with local school officials and other tribal departments to determine specific needs of the surrounding community. A more thorough description of the planning is better explained in the needs section above.

Rationale for using Procedures: The rationale is to provide as many services as feasibly possible to our area. Hence the wide array of requests – additional content (physical and online, audio and print, etc.), preservation and revitalization of culture, history and traditions, and educational programming. We believe our project and its procedures are truly comprehensive and indicative of the goal of the grant program, and once implemented can be used as an example for library's around the nation to duplicate. This approach is better than all the others considered because it is comprehensive, aggressive, and will meet all the basic needs of local residents and distant Quapaws. We believe this is the best approach to meet the needs of a very diverse, growing community that is still struggling with overcoming disasters and a high poverty rate. This approach allows us to offer the greatest number of resources that will appeal to both our physical patrons as well as our online patrons.

Digital Content: There will be no digital content developed during the course of this project.

3. Impact

Goals and Outcomes and Results

Goal 1: Transform the library into a first-class information center, accessible, and welcoming to all.

Outcomes: (1) increased patron satisfaction with availability of and satisfaction of library collection and available resources; increased circulation; and increased number of visitors to library through story hours and family reading nights.

Results: Because of these outcomes the following results will be realized: (1) residents will have a modern library facility that is viewed as welcoming and accessible to everyone in the community and beyond, and will have a greater awareness of the services and resources the library offers; (2) Tribal members and residents of the community will know how to access library resource materials (e.g. Internet, the library catalog, and online databases) at the library; (3) library resources will be adequate to meet both the educational and recreational needs of the community; and (4) youth will realize that reading and learning can be very enjoyable and that the library is special place.

Goal 2: Provide programs/events that will demonstrate the traditions, history, culture and language of the Quapaw Indians, and other Indian Tribes indigenous to northeastern Oklahoma.

Outcomes: (1) Increased knowledge and immersion of the Tribe's culture, traditions, and crafts by tripling the number of pottery classes available to youth; (2) increased attendance of cultural workshops by expanding teachings to be appropriate for all-ages and not just adults; and (3) increasing the availability of cultural resources available to tribal members by consistently holding trainings/demonstrations.

Results: Because of these outcomes the following results will be realized: (1) Native and non-native members of the community will have a better understanding of the history and heritage of the Quapaw Tribe, as well as other Native American tribes, understand the roles they played in the shaping of our nation, and will have opportunities to learn traditional skills from traditional artists; (2) Tribal youth will have a better understanding of the Quapaw Tribe and understand

why their tribe should be an important part of their life; and (3) Tribal youth will understand the significance and importance of continuing the time-honored crafts of pottery making.

Goal 3: To continue to reach patrons beyond the doors of the library to remain viable and competitive in our ever-changing, technological world, by meeting the needs of users and maintain a favorable position relative to other information providers.

Outcomes: (1) increased online circulation by purchasing additional online materials; and (2) increased access to remote information.

Results: Because of these outcomes the following results will be realized: (1) a greater number of people will have access to the library and its services, and the library's visibility and value within the community and beyond will dramatically increase; and (2) the library will be viewed as a "valued institution" by community and tribal members, and patrons will develop a greater sense of pride in the tribe.

Goal 4: To expand the after-school program, by increasing the class size, incorporating history of the tribe into the program, and adding Art as a component to the sessions, thus making the sessions STEAM, rather than STEM, to engage the students in the learning process by combining the library's physical collection and digital collection of resources and results in outstanding academic achievement for all students.

Outcomes: (1) Increased number of youth in the after-school program; and (2) increased curriculum by adding Tribal history/culture and Arts to STEM (making is STEAM curriculum).

Results: Because of these outcomes the following results will be realized: (1) the library will become a "valued institution" in the minds of both tribal members and the community; and (2) children participating in the program will see an improvement in their literacy competencies, and learning skills, and will develop a love of reading.

How will Project Benefit Community: The results of each of the objectives outlines how the project will benefit the community.

How Progress will be Measured: The following forms of evaluation will be used to determine the success of each program, and/or resource: (1) comment cards – a card on which patrons can write their opinion on book selection, resources, programs, or classes; (2) statistical reports - the total number of material items, and or online resources used for a specific time period; (3) program attendance - each program, class, etc. total attendance will be documented; (4) personal interviews - patrons/participants will be encouraged to share their opinion on both library resources and any and all programs sponsored by the library; and (5) surveys - questionnaire evaluating specific aspects of each class, program or resource.

Goal / Learning Outcome	Results/ Performance Indicator (s)	How success will be measured
Goal 1 / Complete collection reconditioning within 12 months of project beginning - Weeding out outdated, worn or damaged materials 225 New Books added each yr to the collection	Increased patron satisfaction with availability of and satisfaction of library collection and available resources Target: 90% of patrons Increased circulation, plus increased traffic into the library Target: 25% increase	Statistical reports, comment cards, personal interviews, surveys Increased circulation and traffic count into the library documented by librarian counts
Goal 1 / Hold two story-hour sessions per week, and host one family reading night session per month	Increased number of visitors to the library Target: 25% more visitors Increased library usage by story-hour/family reading night participants Target: 100% of program participants	Statistical reports, comment cards, program attendance, personal interviews, surveys

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<p>Goal 2 / Host 4 all-age traditional craft workshops a year led by trained professional with a total attendance of 200 from all workshops</p>	<p>Increased knowledge of the Quapaw tribe, including but not limited to history, culture, traditional crafts and language Target: 70% of workshop participants</p>	<p>Program attendance, personal interviews, surveys</p>
<p>Goal 2 / Host 1 Quapaw Youth Pottery Program course a month led by a trained professional with a total attendance of 500 from all workshops</p>	<p>Increased knowledge of the Quapaw Tribe, as well as a deeper appreciation for the tribe and its heritage Target: 75% of youth pottery class participants</p>	<p>Program attendance, personal interviews, surveys</p>
<p>Goal 3 / Purchase additional online resources via Oklahoma Virtual Library</p>	<p>Increased online circulation Target: 25% increase in online circulation Increased eLibrary patrons' satisfaction will demonstrate or report increased satisfaction with library collection Target: 50% of eLibrary patrons</p>	<p>Statistical reports, comment cards, personal interviews, surveys Statistical reports, comment cards, personal interviews, surveys</p>
<p>Goal 3 / Purchase Universal Class Online and Britannica Library services</p>	<p>Increased utilization of online resources Target: 50% increase</p>	<p>Statistical reports, personal interviews & surveys</p>
<p>Goal 4 / Continue and expand afterschool program by increasing the class size, incorporating history of the tribe into the program, and adding Art as a component to the sessions, thus making the sessions STEAM, rather than STEM</p>	<p>Increased attendance Target: 50% increase in youth attending and participating Increased knowledge of Quapaw culture/tradition and appreciation for the Tribe Target: 75% of after-school participants Increased knowledge of STEAM principles and ability to apply to everyday activities Target: 80% of after-school participants</p>	<p>Attendance reports, statistical reports, personal interviews, surveys Attendance reports, statistical reports, personal interviews, surveys Attendance reports, statistical reports, personal interviews, surveys</p>
<p>Goal 4 / Incorporate literacy-based programs into afterschool program, focusing on STEAM principles</p>	<p>Improved study habits and ability to learn Target: 80% of after-school participants Increased interest and understanding of the importance of STEAM principles</p>	<p>Attendance reports, statistical reports, personal interviews, surveys, students grade cards Attendance reports, statistical reports, personal interviews, surveys, students grade cards</p>

	Target: 80% of after-school participants	
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4. Communications Plan

Communication Plan: The tribe is extremely fortunate to have a full-time Public Relations Director, who diligently promotes the services of all departments via press releases (to 35 local television/radio stations and newspapers; and 10 national Native American publications), flyers, emails, newsletters, bulletin boards, social networks, etc, so the community (Natives and non-Natives locally, and Tribal members nationwide) is aware of all the tribe has to offer.

The positive outcome of providing these services, events, resources will be shared by the various participants in and beyond the community. We will encourage them to share their experiences with others via social networks, word-of-mouth, etc.

I would very much like to participate in the poster board session at the IMLS conference to share our success results and possibly serve as a model for other tribal libraries wishing to make a positive impact in their community. In addition, I will seek other conferences such as the ALA annual conference and the Oklahoma Library Conference to share our project and its results. As patronage and circulations increase, the value to the community will become very evident, and serve as an encouragement to others to utilize the services of the library.

We are in the process of organizing a monthly meeting with all area tribal librarians, whereby we will share ideas, projects and concerns. The ideas, plans and strategies put forth in this plan will be shared with the various other tribes in an effort to encourage literacy-based programs within their respective tribes.

Plan for Community Building and/or Audience Engagement: Throughout the life of the project, the community will be involved. All patrons are regularly asked to fill out anonymous comment cards, are encouraged to speak freely with the library staff, are encouraged to attend public meetings and those of subcommittees (business committee, language committee, cultural committee, etc.). Furthermore, the Tribal Administrator has an open-door policy should a community member not wish to communicate via the other proposed methods.

Who is Responsible: The Quapaw Tribal Public Relations Director, Anna McKibben (resume attached), will be responsible for the external communications. The Tribal Library staff, Patricia Billings and Carol Diekhoff (resumes attached), will be responsible for internal communications.

Plans for Digitized Collections: There will be no digital content developed during the course of this project.

5. Sustainability

How Will the Project Support Continue: At the conclusion of the grant period, the library's collection will be a usable, updated, relevant collection for the community, available and accessible to people of all ages both within the community and beyond. The addition of virtual services will also enable the library to reach far beyond the doors of the library and allow greater access for a greater number of both tribal members and non-tribal members. The Tribal Administration and Business Committee have committed to maintaining the collection, online subscriptions, and all aspects of this project beyond the grant once they are assured that these are viable assets to the tribal members and the community. The Quapaw Tribe is committed to improving the Quapaw area by providing services and resources that will enrich the lives of all citizens. We will also be working with other area tribes in the hopes of combining resources and programs, so we can impact a greater number of people within the area.

How Project Leads to Systematic Change: The project is revolutionary in leading systematic change within the Tribe. The project is so diverse in its purpose that it and involves coordination by multiple departments and subcommittees (education, language, cultural, library, and others to be identified along the way) to plan and coordinate to offer interdependent programs. Furthermore, the cultural aspect of the project utilizes elders teaching youth and promotes intergenerational learning and will help bridge the gap of cultural knowledge which is quickly becoming extinct.

Sustaining Digitized Collections: There will be no digital content developed during the course of this project.

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions

- ✓ Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and format you will use.

A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

Part III. Projects Developing Software

A. General Information

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A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

B. Technical Information

B.1 List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

A.1 Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?