

## **Abstract**

The Pauma Band of Mission Indians respectfully requests \$150,000 to expand the reach of our AA'Alvikat Library through a new initiative called the "Living Library Project". The Living Library Project will engage our Tribe's children, youth and seniors in translating historical and contemporary library materials into interactive social media content. Through conventional library-based research and interactive field investigations, participants will be exposed to their rich cultural heritage and use art, photography, video, interviews and creative writing to develop original content for weekly posts on the Library's to-be-developed social media platforms (Facebook, Twitter and Instagram). We expect the Living Library Project to significantly increase day-to-day engagement with the library by Pauma tribal members and our neighbors, resulting in a 750% rise in the number of people who view our collection. Most importantly, we believe this increased interaction will lead to a deeper understanding of our Tribe's history and traditions, as well as our contemporary efforts to create a bright future for our People.

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## Need Statement

San Diego County has more Indian reservations than any other county in the United States - with 18 federally recognized Tribes. Today, there are four separate and distinct Tribal cultures: the Kumeyaay-Diegueño, the Luiseño, the Cupeño, and the Cahuilla. The Pauma Band of Mission Indians (“Pauma” or “Tribe”) are Luiseño, comprised of 258 members living on 250 acres of a 5800 acre Reservation in North San Diego County. The total Luiseño population is 3,650 and the total American Indian population in San Diego County is 29,156 . We are linked to our neighboring Tribes through family, tradition and collaboration on a variety of cultural, environmental, and economic development initiatives.

The long history of oppression of tribal traditions and culture has had a devastating effect on the wellness of American Indians. Many cultural practices were historically driven underground due to colonization, outlawing indigenous tribal languages and spiritual practices, and centuries of forced relocation. As a result of this historical trauma, American Indians in California have elevated rates of violence, substance abuse, depression, and other psychological maladies when compared to non-Hispanic whites and these factors are co-occurring, meaning that an American Indian is simultaneously at risk for all of these factors, creating a potentially severe web of social and psychological risks that impact well-being.<sup>1</sup>

Unfortunately, these risk factors are amplified in our youth. Youth on the Pauma Reservation struggle with a variety of issues common to teens, but amplified by the specific challenges of being an American Indian (AI). AI youth experience teen pregnancy, alcohol abuse, suicide, obesity and diabetes, gang activity, and poor performance in school at a higher rate than their peers. For example, research indicates that AI youth are two or more times more likely to use alcohol than Hispanics, non-Hispanic Whites and Blacks<sup>2</sup>; AI youth and teens experience the highest rates of suicide of any population in the United States- at least 3.5 times higher than the national average<sup>3</sup>; and 15% of AI are involved in gang activity, compared to 8% of Latino youth and 6% of African American youth<sup>4</sup>. Further, American Indians attain the lowest level of education of any racial or ethnic group in the United States. Graduation rates are around 50% nationwide, compared to over 75% for white students, and only 13.3%

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<sup>1</sup> Native Vision, A focus on Improving Wellness for California Native Americans, California Reducing Disparities Project, March 2012

<sup>2</sup> National Institute on Alcohol Abuse and Alcoholism, “NIAAA Five Year Strategic Plan: Alcohol Across the Lifespan,” United States Department of Health and Human Services, (2006).

<sup>3</sup> The Public Health Crisis of Native American Youth Suicide, July 3, 2012, <http://nas.sagepub.com/content/26/2/110.short?rss=1&ssource=mfr>

<sup>4</sup> American Indian Children and Families. (2012) [http://www.nicwa.org/children\\_families/](http://www.nicwa.org/children_families/)

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of American Indians have undergraduate degrees, versus 24.4% of the general population.<sup>5</sup> In 2016, the Grade Point Average (GPA) for Pauma teens was 2.12, significantly lower than the 2.9 national average for boys and 3.1 for girls<sup>6</sup>. These interlocking risk factors require a proactive response that is engaging, comprehensive and culturally appropriate for Pauma Tribal members.

Over the last twenty years, the Pauma Tribe, in concert with Palomar College, has made significant investments in the development of our tribal library as an important resource in combating the risk factors outlined above. The AA'Alvikat (or Storyteller) Library is the crowning jewel of our collective efforts to preserve and promote a resilient cultural identity and we see it as the hub for remembering and sharing our Luiseño traditions and culture. According to the Institute on Medicine's Roundtable on Health Equity, "cultural continuity in a community context is at the heart of promoting wellness in Native American communities." We view the AA'Alvikat Library as a place in which our Tribe can cultivate a healthier People and see a need to expand our current approach to fully embrace this understanding.

The Pauma AA'Alvikat Library grew out of a small multipurpose room in under the enthusiastic guidance of tribal members. "We wanted a place that we could gather to tell our story, from our perspective, for generations to come" explains Tribal Library Yolanda Espinoza. The library's current facility is a 1440 square foot building in the heart of the reservation that houses 3625 titles including a robust children's section, computer lab, cataloging room, small museum case, and a circulating area. It is managed by a degreed Librarian and a Tribal Librarian (who is also a Tribal Member); and it is open over forty hours each week (Monday through Thursday 9am to 5pm and Friday 8am to 4pm).

Unfortunately, use of the library has dwindled over recent years, prompting library staff and the Education Committee that oversees the library to seek new ways of engaging Tribal members with the collection. A recent survey conducted by library staff found that 68% of the general membership had "insufficient time" to visit the library (see attachment A: Survey and Results). However, the same survey found that 97% of those surveyed were interested or very interested in learning from the library if new strategies for accessing the collection were engaged.

Pauma sees an opportunity to expand the scope and reach of the AA'Alvikat Library through an initiative we are calling the "Living Library Project". Currently the library has zero presence on social media and very limited connection to the Tribe's website. Therefore, the *Living Library Project* will create an accessible web presence that will

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<sup>5</sup> NIEA Legislative Summit Briefing Papers, February 2011.

<sup>6</sup> US News and World Reports, April 19, 2011.

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propel our collection beyond the walls of the library and engage Tribal members in activities that promote a deeper understanding of history and place, facilitate intergenerational communication, apply traditional knowledge, and encourage physical and emotional wellbeing. More specifically, the project will:

- Utilize technology and social media to bring traditional knowledge/ practices and historical information into interactive use by Pauma Tribal members, neighboring Tribes and other neighbors;
- Support Pauma children and youth as leaders and content developers for the *Living Library Project*;
- Utilize new mapping technologies to enhance knowledge of cultural and archeological sites; and
- Measure impact of participation through the lens of wellness (particularly on tribal youth).

### **Project Goals and Expected Results**

The *Living Library Project* proposes to liberate the AA'Alvikat Library's collection from its physical restrictions and breathe new life into the ways that Tribal members interact with historical and contemporary knowledge. This will be achieved through four project elements: the launch of *Living Library* social media platforms; enhancement of knowledge of archeological sites; the engagement of children, youth and other Tribal members in developing social media content; and the hosting of interactive events that bring people physically together to discuss and engage with the newly developed stories, videos and other content. These four elements will integrate the assets of the AA'Alvikat Library into the daily routine of Pauma Tribal members and increase the application of traditional knowledge among local American Indians.

#### **Element One: Living Library Social Media Platforms**

The *Living Library Project* will allow Pauma Tribal members, neighboring Tribes, and other stakeholders to connect with historical information and traditional knowledge 24-hours a day, seven days a week, simply by doing what they already do—look at their smartphones. According to our recent survey, 92% of Tribal members over 26 years old, and 100% of youth between 15 and 26, own a smartphone. Of those, 77% say they check social media at least daily and 100% of youth report checking it more than once per day. Currently, 63% use Facebook, 70% watch YouTube videos, 53% use Instagram, 37% Pinterest, 33% Snapchat, and 6% Twitter.

The *Living Library Project* will launch a Facebook page, YouTube Channel, and Pinterest, Snapchat and Twitter accounts. New content will be generated from the AA'Alvikat collection and field research to create 40 compelling stories with links or references to the relevant library resource. These new platforms will lower the

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barriers to accessing information and significantly increase the number of people who regularly view and interact with AA'Alvikat Library materials to approximately 21,000 "reads" of content posts in the first year<sup>7</sup>. Ideally, it will also generate interest in materials that bring people into the library for further information and programming.

## **Element Two: Access to Archeological Information**

One of the largest gaps in the AA'Alvikat Library's collection is information on the physical locations of significant archeological sites both on the reservation and surrounding areas. Without knowledge of these sites, it is impossible to advocate for their protection and at present, access to such information is incomplete and scattered. While specific locations of these sites will not be released via social media, information obtained from the South Coast Information Center will be included in content development and Open House events for the *Living Library Project*. In order to make this information accessible in both the short and long term, the library will need to hire an instructor to train library staff and interested Tribal members in using handheld GIS to locate sites listed on the SCIC. Library staff envision at least one classroom based instructional session and at least three field excursions in the first year.

## **Element Three: Generating Social Media Content**

Social media is only as good as the content that it shares. Therefore, the majority of this project's effort will be focused on generating at least 40 original pieces to be posted on Facebook, YouTube and other appropriate sites. Effort will also need to be made to promote dialogue and engagement through "likes", "comments" and "shares". This will be achieved by hiring a new *Living Library* staff with extensive experience in social media content development who will:

- Work with the Tribe's Education Committee<sup>8</sup> to establish research themes;
- Engage Pauma's after school program children and youth in participatory research of established themes via the Library's collection;
- Work with children and youth to identify specific historical and contemporary information to share;
- Visit important biological and cultural sites and to take pictures and videos;
- Interview Tribal members and other local leaders to recall important cultural and historical information;
- Summarize research findings and field studies into quality visual and

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<sup>7</sup> At least 750 Facebook Friends, with at least 70% viewing 40 posts (estimated at 21,000 annual reads) and 30% providing comments (estimated at 6,000 annual interactions).

<sup>8</sup> Pauma's Education Committee will create a 3 member Living Library Working Group to assess content for cultural sensitivity.

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- audio stories;
- Ensure content is appropriate for public release via the Education Committee; and
- Promote engagement with social media in Pauma, among neighboring Tribes, and to other stakeholders and neighbors.

Not only will this process increase the knowledge base and connectivity of Pauma's children and youth but it will also teach them critical research and technological skills that can be applied in their academic pursuits. The project will expose them to the Library Sciences and will help to cultivate a lifelong commitment to maintaining and promoting the AA'Alvikat Library. Research has shown that a connection with one's family, history, and sense of self will increase resilience and help young people avoid the negative behaviors that haunt American Indian youth and adults<sup>9</sup>.

## Element Four: Interactive Events

While the use of social media is an exciting new approach for the AA'Alvikat Library, we want to ensure that the barriers to personal interaction between Tribal members in relation to the content generated does not just exist in cyberspace. Therefore, the library will host at least three "Open House" events that will highlight the content generated by the *Living Library Project*. Children and youth, supported by the Education Committee and staff, will be involved in organizing and hosting the events and may include speakers, video showings, trainings, or native plant field walks. A showcase of the South Coast Information Center resources will also be organized to invite Tribal members to become familiar with basic GIS mapping.

## Resources Needed

To achieve the ambitious library enhancements outlined above, Pauma will require supplemental resources to hire new staff, purchase access to GIS data, and engage Pauma's children and youth. Therefore, Pauma is requesting funds to:

**Hire Living Library staff:** A full-time Project Coordinator with appropriate experience will be hired to oversee implementation of the activities outlined in this proposal (see **attachment B: Job Description**). His or her primary responsibilities will include:

- Developing and managing social media platforms and archiving posts;
- Working with children, youth and tribal members to create content for social media;
- Working with the Education Committee's *Living Library Working Group* to filter potentially culturally sensitive postings;
- Coordinating Open House events and promotional activities;

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<sup>9</sup> Peter L. Benson, Ph.D., Peter C. Scales, Ph.D., Eugene C. Roehlkepartain. *A Fragile Foundation : The State of Developmental Assets among American Youth (2nd Edition)*, 2010.

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- Implementing evaluation strategies; and
- Archiving content.

**Support Youth Program staff involvement:** Pauma's after school programs for children and youth will be engaged in participant-led research as a part of the *Living Library Project*. To facilitate their regular involvement, After School Program Staff will need to add to their current responsibilities and therefore, funds are requested to support a small portion of their salaries for the time that is directly attributed to the project.

**Purchase Equipment:** Two video cameras and a dedicated external hard drive will be purchased to generate and save content for the *Living Library Project*. This equipment will enhance the editing computers, audio devices and other materials already owned by the AA'Alvikat Library.

**SCIC Access:** Pauma will pay a one-time fee of \$19,000 to access the South Coast Information Center at San Diego State University so that we can have complete documents of all our certified archeological sites along with their records. Funds will also be used to pay a trainer to assist at least 8 staff and Tribal members in utilizing GIS devices (already owned by the Tribe's Environmental Department) to locate the sites found through SCIC.

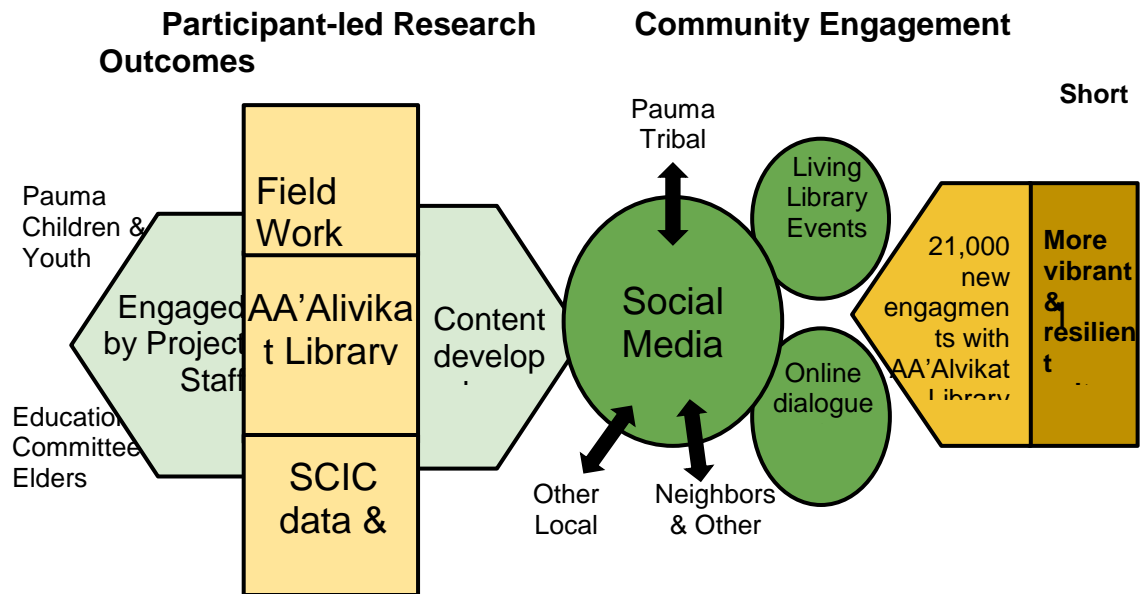
**Promotion Activities:** The *Living Library Project* will promote community engagement and feedback by embedding contests and surveys into social media content. Simple rewards, such as gift cards, will be utilized to promote likes, shares, comments and even visiting the library to check out highlighted materials. Materials for *Living Library Events* will also need to be purchased.

### **Goals, Theory of Change and Anticipated Results**

The goal of the *Living Library Project* is to increase engagement with the AA'Alvikat Library collection and create a more vibrant and resilient cultural identity through participant-led research and community engagement on social media. This goal will be achieved through implementation of the Theory of Change described in the graphic below and the specific activities outlined in the attached timeline (see Attachment X: Timeline and Activities).

#### **Theory of Change**

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## Anticipated Results

As a result of these goals and activities, the Tribe anticipates:

- At least 750 Facebook Friends, with at least 70% viewing 40 posts (estimated at 21,000 annual reads) and 30% providing comments (estimated at 6,000 annual interactions).
- At least 40 Facebook posts of original content generated from the AA'Alvikat Library collection, elder interviews, children and youth *Living Library* projects, and library events.
- At least 500 new visits to the Pauma Tribe's webpage (enhanced with archived social media content).
- At least 8 staff and tribal members will have the capacity to use GIS handheld devices to locate archival sites.
- 90% of participating youth achieving their targeted "developmental assets" (described below).
- 100% of participants reporting that the *Living Library Project* increased their knowledge of their Tribe or local American Indians.

## Evaluation Methods, Dissemination and Sustainability

While the *Living Library Project* is designed to be a one-year initiative, it is intended to have a longer term impact on how the AA'Alvikat Library functions. It is important to the Tribe that the grant project has a lasting impact. We prefer to see this grant as a capacity building opportunity for the Pauma AA'Alvikat library in that the library staff will have infrastructure set in place at the grant's conclusion (social media platforms up



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with content inventory housed; youth that have been trained on researching and distilling content for these platforms; and several hardware/software improvements that will allow both tribal staff and tribal members to spatially reference both cultural and natural information). To better understand the impact of the project, Pauma will utilize four evaluation methods:

### **Monitoring Social Media**

The *Living Library Project* will acquire staff training to utilize *Sprout Social* to run analytics on the use of our social media platforms. Sprout Social is a web-based application that will allow us to look at volume of use, understand the quality of engagement and decipher popular content. These results will be shared with our content developers so that we can develop posts that have impact and have an overall understanding of whether or not the project is achieving its goals.

### **Embedded Facebook Surveys**

SurveyMonkey will be utilized to embed survey questions into Facebook posts or Twitter feeds. Monthly surveys will help project staff promote and monitor engagement. A final survey will be posted to assess if 100% of participants increased their knowledge of their Tribe or local American Indians.

### **Surveying participants**

A brief survey will be created for Open House events to assess whether or not the events and the overall *Living Library Project* is increasing the knowledge of tribal members. This survey will ask tribal members to recall AA'Alvikat materials they have viewed (via social media content and events) and rate the impact of the overall project on their knowledge base. Results of the surveys will be compiled to inform the project throughout implementation and as plans are made for the future.

### **Measuring wellness**

Pauma utilizes the SEARCH Institute's 40 Developmental Assets model to gauge the impact of its programs on tribal youth. The SEARCH Institute is a nationally recognized leader in the movement to effectively assess youth prevention programming and promote protective factors. In 1990, they released a framework of 40 Developmental Assets, which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. Over the following two decades, the Developmental Assets framework and approach to youth development became the most frequently cited and widely utilized in the world, creating what Stanford University's William Damon described as a "sea change" in adolescent development. Data collected from Search Institute surveys of more than 4

**Goal: Integrate the assets of the AA'Alvikat Library into the daily lives of Pauma tribal members and increase the application of traditional knowledge among San Diego and Riverside County American Indians.**

**O N D J F M A M J J A S**

**Activity Area One: Utilize a suite of tactics to bring traditional knowledge/practices and historical information into interactive use by Pauma tribal members and neighboring Tribes.**

1.1	Hire and train project staff.	X	X										
1.2	Build AA'Alvikat Library social media platforms (Facebook, Instagram, Twitter) and share information weekly.		X	X	X	X	X	X	X	X	X	X	X
1.3	Host at least Living Library "Open House" events to introduce tribal members to the technology and encourage participation and content development.				X			X				X	
1.4	Broaden the Tribe's capacity to use GIS to access the tribe's archeological resources.				X	X	X	X	X	X	X	X	X

**Activity Area Two: Engage Pauma children and youth as leaders and content developers.**

2.1	Increase the use of traditional knowledge and historical documents in Pauma's after school programs through art, storytelling, and ethnobotany field walks.	X	X	X	X	X	X	X	X	X	X	X	X
2.2	Train tribal youth to conduct archival research and conduct interviews.			X	X								
2.3	Support youth in turning their research into photos, videos, audio recordings and other content for social media publication.				X	X	X	X	X	X	X	X	X
2.4	Support children and youth in organizing and acting as hosts at Living Library events.				X			X				X	

**Activity Area Three: Evaluate project impact and share results**

3.1	Utilize social media evaluation application (Sprout Social) to gauge impact of posts and make course corrections, as needed.			X	X	X	X	X	X	X	X	X	X
3.2	Conduct Participant Surveys at events.				X			X			X		
3.3	Utilize Developmental Asset Evaluations to assess impact on target assets.											X	X
3.4	Attend annual IMLS Annual Conference.	To be determined											