

Applicant: Pinoleville Pomo Nation (PPN) Library  
Project Title: **Literacy and Cultural Preservation**  
Project Period: September 1, 2021 to February 28, 2023

## **NARRATIVE: *Literacy and Cultural Preservation (LCP)***

### **1. PROJECT JUSTIFICATION**

#### **a. Identification of Needs and Proposed Project Objectives**

The LCP proposes to address three primary needs:

- 1) Strengthen literary skills among youth
- 2) Increase cultural knowledge sharing
- 3) Improve access to Tribal cultural resource materials

In the last 10 years, the Pinoleville Pomo Nation has made significant improvements in advancing educational goals of its citizens. In 2018, the Tribe completed a 3,200 sq Educational Building with funding from ICDBG and relocated the old library in a modular to the new location. In addition to seeking and administering educational related programs, cultural and language activities, the Nation has committed tribal funds for citizens pursuing higher education and using Library and Learning Centers services. The Nation is encouraging citizens to achieve education goals by supporting each and every student from birth to elder age. The Nation has a rich network of cultural educators, historians, language teachers, basket weavers, but need to provide them channels to pass their knowledge onward. The current library collection only has one shelf of cultural resource materials that are only used for reference. Growing a collection of native authors and other cultural resource material will make it possible for citizens to check them out. There is also an increased need for cultural sharing in local schools and reading clubs. There is a great interest among tribal citizens to learn Tribal history, Pomo language and engage in cultural activities.

#### **Needs Assessments:**

The needs for the target population are determined by data gathering and data analysis. The project gathered data from Ukiah Unified School District (UUSD), and library survey 2021. Additionally, PPN conducted a community survey among tribal youth, parents, educators, community members and Ukiah Unified School District (UUSD) administrators. Analysis of the above data sources that indicated the following:

- A strong interest in early literacy and reading program, writing/oral communication. All students in UUSD and Pinoleville Pomo Nation underperforms by more than 50% in English language starting at 3<sup>rd</sup> grade and continues till 7<sup>th</sup> grade, compared to all students. Early intervention is recommended by tribal families. 75% of library survey respondent would like to see a literacy or Reading clubs starting from pre-k to 8<sup>th</sup> grade with family engagement.
- A majority of Education Department survey respondents support the use of Native classroom materials and Native language instruction as part of an in-school and after-school program
- More than 50% of respondents rank Tribal history, more books by Native authors among the top 3 priorities for library program (out of 14 possible priorities listed)
- More than 50% of library survey respondents expressed interest in Tribal history, language and other traditional cultural activities as part of the library programming

- 40% of library survey respondent chose Financial Planning and Money management a top program they are interested in attending.

The results are broadly consistent with results from needs assessments of 2019-2020 Pinoleville Head Start Community Assessment. The needs survey suggests that cultural barriers be addressed directly – through the use of Native educational materials and activities preserving culture and language, and advocacy for American Indian students. The survey also points to the need for greater engagement of family and community in student academics.

**b. Expected Outcome and Project Objectives**

PPN Vision is seeing our community being healthy spiritually, physically, emotionally and mentally. We will become independent and self-sufficient through economic development. Self-governance will be carried out through leadership focused on cultural and traditional values, taking actions needed to bring our people into balance. We see ourselves passing on the knowledge and wisdom of our ancestors to future generations and encouraging understanding with communities outside of our own. The PPN is determined to provide activities, to the PPN Library and Academic Success Center supporting vibrant learning to include, promoting and preservation of Northern Pomo culture and language, early reading activities, literacy for K-8<sup>th</sup> grade, and preservation and promotion of culture and language programs.

**NEED 1**

**PPORJECT GOAL 1 LITERACY IN STAGES AND AGES (PREK-8<sup>TH</sup>) ENGAGING FAMILIES AND STRENGTHENING READING SKILLS**

The first project goal ties to Goal 2, Objective 2.2 for Native American Library Services Enhancement Grant-Improving educational programs related to Specific topics and content areas of the interest to library patrons and community-base users, specifically to support the development and implementation of literacy services to the community.

- Objective 1.1 Reaching out to families in Head Start program to participate in reading and literacy.
- Objective 1.2 Having literacy programs targeting Pre-K-8<sup>th</sup> by activities put on in the Library and ASC (Academic Success Center) with networking partners such as friends of the library, and other literacy programs in the community, including readings clubs.
- Objective 1.3 Increasing library holding by Native Authors to support literacy program and enhancing literacy teaching skills of the Project Coordinator through literacy program training

**NEED 2;**

**PROJECT GOAL 2 PROMOTE AND PRESERVE CULTURAL KNOWLEDGE SHARING AND IMPLEMENTATION OF CULTURAL EDUCATION CLASSES IN NORTHERN POMO CULTURE, LANGUAGE AND OTHER TRADITIONAL SKILLS**

The 2<sup>nd</sup> project goal ties to Goal 2, Objective 2.2 for Native American Library Services Enhancement Grant-Improving educational programs related to Specific topics and content areas of the interest to library patrons and community-based users, specifically to support the development and implementation of tribal history, language, other cultural skills and financial literacy classes to the community.

- Objective 2.1 Developing and Implementing a monthly class to cover Northern Pomo Language, history and other traditional skills
- Objective 2.2 Developing and Implementing a series of 6 financial literacy classes

### **NEED 3:**

#### **IMPROVE COMMUNITY ACCESS TO LIBRARY AND LEARNING CENTER HISTORICAL AND RESOURCE MATERIALS**

The 3<sup>rd</sup> project goal ties to Goal 3, Objective 3.2 and 3.3 for Native American Library Services Enhancement Grant-Enhance the preservation and revitalization of Native American Culture and languages, supporting the preservation of contents of unique and specific value to Native communities and the sharing of contents within or beyond Native communities.

Objective 3.1: Increasing historical and resource material and Providing community access to these materials at least 15 hours per week.

Objective 3.2 Improve community knowledge on how to access library and cultural and resource information both within and outside of Pinoleville community.

**C. Target Population to be Served** The Pinoleville Native American Head Start program, Pinoleville Vocational Rehabilitation programs, and Pinoleville Education Programs, have proven to be very successful in serving all native populations of Mendocino and Lake Counties, in California. The program participants are included in library services offered at PPN. Both Head Start and Vocational Rehabilitation programs sent us support letters for the proposed library enhancement grant.

The **Head start program** offers **30 native toddlers** ages 3–5-year-olds the opportunity to increase their knowledge in preparation for Kindergarten while providing a safe and positive environment while parents are working. These toddlers have a need for early literacy program while their families have a need for other programs proposed under this project. The Northern Pomo language is a part of curriculum at Head Start that is carried to Calpella Elementary where most of our Head Start Graduates attend K-4<sup>th</sup> grade. The language program can also be taught to adults. Additionally, the **Voc Rehab program** offers **75-100 adults and youth with disabilities** an avenue through education and or training to become productive contributing citizens. Some of the youth with disability need literacy training while other has a need for cultural knowledge and access for resource materials. **Pinoleville Education Programs** is currently partnering with the Ukiah Unified School District and local Tribes to target **350 AI K-12** students in cultural education at local public schools, afterschool tutoring and mentoring in the greater Ukiah area. Literacy program will target K-8 AI students while the other programs can benefit all the AI student population. The nation has taken on these projects knowing that the overall costs of staff time in the fiscal department would be increased and impacted significantly, along with the maintenance department, IT department to name a few. The tribe has provided cultural, language and educational opportunities for all community members native or non-native, our programs speak volumes across the board. The administration of these projects with a positive outlook knowing the benefit to the native communities by providing a Library and Academic Success Center to help promote knowledge make it worth it. In adopting major programs, the nation has welcomed all community members into the tribal fold and offered services of the library and learning center, it would be productive to hire a PT Library Project Coordinator to achieve objectives under this grant.

#### **D. Current Role of the Library:**

The Pinoleville Pomo Nation Library was expanded in 2019. The expansion gives library a total 1200 sq ft, to include cultural and historical collections. The PPN Library has educational resources for Pinoleville community, Pinoleville staff, local community members, students attending Ukiah Unified School District schools, and Mendocino Community College students. The Mendocino College campus is located three miles

from the Pinoleville Pomo Nation. The Library endeavors to provide comprehensive services to Pinoleville Head Start program for ages 3 – 5-year-olds. The Pinoleville Pomo Nation has focused on implementing the Northern Pomo Language in books, videos, and CDs as effort to revitalizing, preserving, and teaching the language to parents, children and staff at Pinoleville Head Start. The current hours for the Library is Monday-Friday 1:00 p.m. – 4:00 p.m. and are supported by Basic Library grant and other staff at Education Department. The Library collections has 3000 items in general collections and recorded manually, until a formal library programming could be purchased and implemented in the Library. The Nation has collections of materials of traditional baskets and artifacts. The Nation does provide copying, faxing and scanning of materials for students.

## **2. PROJECT WORKPLAN**

### **a. Need 1 and Goal 1 LITERACY IN STAGES AND AGES (PREK-8<sup>TH</sup>) ENGAGING FAMILIES AND STRENGTHENING READING SKILLS. Object 1.1, 1.2 and 1.3 (page 2)**

**Expected Outcomes:** Number of culturally appropriate literacy materials and evidence-based reading program to be provided to participants on various activities, with age-appropriate materials, trainings and multi-literacy activities provided for a high outcome of participants.

**Activities** (i) Reach out to existing partners including Ukiah Unified School District and Coyote Valley library to learn about the Accelerated Reader, and evidence-based motivational reading program they implemented (ii) Subscribe to the Accelerated Reader and Star test tool (iii) staff training on how to implement the AR software (iv) Get trained for literacy skill development that are age and culturally appropriate; attend Mendocino County Public library and other trainings on literacy skill development (v) Attend IMLS library training (vi) Reaching out to Cultural Coordinator of Pinoleville Education Depart to identify, purchase and catalog books/materials by native authors that are appropriate for each grade. (vii) Recruit participants in Accelerated Reader through existing partners. (viii) Establish a reading club using books by native authors with monthly organized activities

**Output/Measure/Data Collection** Number of materials, number of training, number of literacy activities, number of participants in Accelerated Reader program and calendar of Reading club activities. Data will be collected monthly will be compared to timeline to see if the target dates or number are met.

**Timeline and Resources Required** A part-time qualified Library Project Coordinator (PC) will be hired. The position will be supervised by the Education Department Director, Zhao Qiu, who has over 20 years experience in grant-writing and program management. Both the job description and Project Director's resume are include in Resumes of Key Project Staff. Financial management will be provided by CFO, Kathy Redhorse. The project will be overseen by the Self-governance Director, Lenora Steele. They can be found in the list of Key Project Staff and consultants. The project will join the existing partnerships formed by Education Department with an advisory committee formed of Tribal partners, local school District, Mendocino College, UC Berkeley and other youth program and agencies. New partnerships will be developed with libraries, museums. For the Need 1 and Objective 1.1, 1.2, 1.3, PC will commit 10 hrs. per week working with existing partners established with other Tribal programs to implement activities under this goal. Literacy skills training, identification, acquisition and catalog of materials will be on going through the project year. After getting trained in Accelerated Reader program and cataloging some of books by native authors, PD will implement AR program and starting reading club staring on the 4<sup>th</sup> month.

**b. Need 2 and Goal 2 PROMOTE AND PRESERVE CULTURAL KNOWLEDGE SHARING AND IMPLEMENTATION OF CULTURAL EDUCATION CLASSES IN NORTHERN POMO CULTURE, LANGUAGE AND OTHER TRADITIONAL SKILLS. Objective 2.1 and 2.2 (page 2)**

**Expected Outcomes:** The increased knowledge of tribal history, language preservation, traditional skills and financial literacy to the AI youth and adults. These programs will make a significant impact on the lives of natives in the community by building their cultural identity, becoming more adaptable and enhancing their success in the modern-day society.

**Activities** (i) Reach out to known cultural consultants for commitment (ii) Complete contracts with cultural consults and work out logistics of each workshop (iii) with cultural monthly cultural activities PC will purchase necessary materials and organize monthly cultural sharing classes (iv) 6 sessions on financial literacy PD will hire an consultant to provide training to adults in the first project year and then youth the 2<sup>nd</sup> project year (v) Starting on the 2<sup>nd</sup> year, the project will start a monthly cultural display at the library for different cultural resources at the library or cultural knowledge shared at the workshops.

**Output/Measure/Data Collection** Number of workshops and cultural sharing activities, number of financial literacy training, number of participants in each activity, Calendar of cultural and financial literary activity. Data collection will be done monthly will be compared to timeline to see if the target dates or number are met.

**Timeline and Resources Required** The Project Coordinator (PD) will commit 6 hrs. per week working with existing partners established with other Tribal programs to implement activities under this goal. Both cultural experts and financial literacy consultant will be contracted to conduct these workshops or training. Cultural education workshops start on the 1<sup>st</sup> months of the project year and the financial Literacy skills training will start on the 2<sup>nd</sup> quarter of the program. Cultural displays started on the 2<sup>nd</sup> project year after the PC has a whole year getting familiar with cultural resource and gaining cultural knowledge.

**c. Need 3 and Goal 3 IMPROVE COMMUNITY ACCESS TO LIBRARY AND LEARNING CENTER HISTORICAL AND RESOURCE MATERIALS**

**Expected Outcomes:** Adequate cultural resource material that are accessible to Tribal community and our education partners and the patrons knows how to access them using a variety tools such as internet and database at the library.

**Activities** (i) identify, acquire and catalog new cultural resource materials (ii) Provide library service for 24 hrs. per week (iii) Quarterly Partnership meeting Education Department has quarterly partnership meeting that the PC can join for guidance and do outreach, collaboration and evaluation. (vi) Field trips to local public, state libraries and museums for research and identification of cultural resources. 3 times the first project year and 2 for the 2<sup>nd</sup> project year. (v) regular meetings with libraries and museums. The purpose of these meetings is to identify new resources and to provide a wider range of resources to the Tribal community (vi) data collection and evaluation.

**Output/Performance Measure/Data Collection** Number of cultural resource materials collected and cataloged, Partnership meeting agenda and minutes, Number of patrons using library or number of circulated items, number of meetings with libraries and museum, number of programs and departments

that use the library resource. Data will be collected monthly and will be compared to timeline to see if the target dates or number are met.

***Timeline and Resources Required*** The Project Coordinator (PC) will commit 8 hrs. per week working with existing partners established with other Tribal programs to implement activities under this goal.

**d. Risk Mitigation** Anticipated risks include staff turn-over, natural disaster and demand for service. Each of risk can be a challenge. In the case of staff turn-over, the Education Department staff can temporarily cover the planned activities while the position is getting filled. For natural disasters such as fire or pandemic, we will adjust, adapt and find creative solutions as we did the last year and half. If demand for services surge especially the Accelerate Reader program, we will develop a waiting list and seek additional funding through Department of Education or other agency grant to meet the demand.

**e. Data collection and performance Measure**

In addition to quantitative data collected monthly listed above, the project will also collect qualitative data by conducting surveys at the end of the 1<sup>st</sup> project year to collect qualitative data to measure changes in attitude, perceptions and skills. There will be a couple of questions for program participants to check boxes, but we will also ask them some questions including a) What library programs do you enjoy most and why? b) Which programs need improvement and what is your suggestion? c) Compared to before you used the new library programs, where do you see the most improvement? Please describe your improvement in cultural knowledge, skills, literacy.

**f. Dissemination and lesson learned**

Our project can be useful for other small Tribal libraries. We are finding our ways to integrate a mainstream literacy, i.e., motivational reading, with a book collection by native authors in the hope to bring more enjoyment to reading when materials are more relevant to native world view and closer to home. The overall process and lesson learned will be documented and be open for sharing with other Tribes. Information will be posted on Pinoleville Pomo Nation website under library tab. We will also share our lessons learned in our report to IMLS and our partners for deepening our relationships and continued effort in improving our library services.

**C. PROJECTS RESUTLS**

**a. Outcome, Output, Target Output and Data Sources**

**NEED 1 LITERACY IN STAGES AND AGES (PREK-8<sup>TH</sup>) ENGAGING FAMILIES AND STRENGTHENING READING SKILLS.**

***Objective 1.1*** Reaching out to families in Head Start program to participate in reading and literacy

***Outcome*** Participate in the literacy programs enjoy reading at home and the library

***Output Target*** By the end of Year 1, the library will have recruited 6 toddlers and their families in reading club and each family will have read at least age-appropriate book by a native author monthly.

***Outcome Target*** 60% families in the reading club report that they read a book per month and enjoy it.

***Data Sources*** PC will track the number of participants/titles of the books read per participant/year end survey to see if they enjoy the process

Objective 1.2 Having literacy programs introduced to Pre-K-8<sup>th</sup> by activities put on in the Library and ASC (Academic Success Center) with networking partners such as friends of the library, and other literacy programs in the community, including readings clubs.

Outcome Participate in the literacy programs enjoy reading at home and the library

Output Target By the end of Year 1, the library will have recruited a total of 15 Pre-K-8<sup>th</sup> students with family support to participate in Accelerated Reader Program

Outcome Target 60% families in the reading program report that they enjoyed read a book per month

Data Sources PC will track the number of participants/titles of the books read per participant/year end survey to see if they enjoy the process

Objective 1.3 Increasing library holding by Native Authors to support literacy program and enhancing literacy teaching skills of the Project Coordinator through literacy program training

Outcome Community report that the library has adequate collection of native authors and PC is knowledgeable in literary program

Output Target By the end of Year 1, the library will have increased collection by native authors by 100% and PC has received at least three trainings on literacy skills or programs.

Outcome Target 60% families report that are satisfied with our collection by native authors

Data Sources PC will track the number of new titles and compared to baseline data/annual survey to assess overall satisfaction with PC skill level in literacy program, native author collection and accessibility.

## **NEED 2; PROJECT GOAL 2 PROMOTE AND PRESERVE CULTURAL KNOWLEDGE SHARING AND IMPLEMENTATION OF CULTURAL EDUCATION CLASSES IN NORTHERN POMO CULTURE, LANGUAGE AND OTHER TRADITIONAL SKILLS**

Objective 2.1 Developing and Implementing a monthly class to cover Northern Pomo Language, history and other traditional skills

Outcome Community report increased cultural knowledge due to improved access to materials and program activities and cultural workshops

Output Target By the end of Year 1, 120 community members will have participated in cultural activities

Outcome Target 60% participants indicate that they have improved cultural knowledge or skills due to the workshops

Data Sources PC will track the number of participants in each cultural workshop to determine total number annually. Post activity survey to determine if there is increased knowledge and year end survey to capture overall increase of cultural knowledge.

Objective 2.2 Developing and Implementing a series of 6 financial literacy classes

Outcome Community report increased personal financial skills due to financial literacy education program

Output Target By the end of Year 1, 15 community members will have participated in 2 or more financial literacy sessions

Outcome Target 60% participants indicate that they have improved financial management skills due to the training sessions.

Data Sources PC will track the number of participants in each session to determine total number annually. Post activity survey to determine if there is increased knowledge and year end survey to capture overall increase of financial literacy knowledge.

**NEED 3:**

**IMPROVE COMMUNITY ACCESS TO LIBRARY AND LEARNING CENTER HISTORICAL AND RESOURCE MATERIALS**

*Objective 3.1:* Increasing historical and resource material and Providing community access to these materials 24 hours per week.

Outcome Community report that the library has adequate cultural resource collection and the library is providing access to these material

Output Target By the end of Year 1, the library will have increased cultural resource collection by 100% and library increased hours of operation from 10 to 24 hours per week.

Outcome Target 60% families report that are satisfied with our cultural resource collection

Data Sources PC will track the number of new titles and compared to baseline data/annual survey to assess overall satisfaction with cultural resource collection and accessibility.

*Objective 3.2* Improve community knowledge on how to access library and cultural and resource information both within and outside of Pinoleville community.

**b. Project Sustainability**

Pinoleville Pomo Nation intents to sustain the project in the following ways after successful implementation of this grant.

- 1) Private Foundation Grant We have identified a couple of private foundation grants that lines with the project goals, which we plan to pursue after the funding for this grant ends.
- 2) Federal Grants from other agencies Administration for Native American has a SEDS grant that can be potential funding source to carry on the foundation built by this grant
- 3) Tribal Fund Pinoleville Pomo Nation has a couple of economic development projects in progress that has possibility to spin some revenue to support essential services to the Tribal community and library is considered an essential governmental service

Pinoleville Pomo Nation has a strong administrative and financial management team to see this project through.



## Native American Library Services Enhancement Grant

**Title of Project: Literacy and Cultural Preservation**

**Name of the Tribe: Pinoleville Pomo Nation**

Year 1: September 1, 2021 – August 30, 2022

Key Project Activities (Year 1)	September 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	March	April 2022	May 2022	June 2022	July 2022	Aug 2022	Responsible Project Staff/Partners
<b>Obj 1.1 , 1.2. 1.3 for Need 1 Strengthen literary skills among youth</b>													
a. Reaching out to partners to lean AR program	x	x											PC and Partners UUSD and Coyote Valley
b. Subscribe to Accelerated Reader and Star assessment tool		x											PC
c. staff training on how to implement the AR software		x	x										PC and Education Dept staff
d. literacy skills and library training in CA for library staff		x		x		x		x		x		x	PC and Education Dept staff
e. IMLS library training		x			x			x			x		PC
f. identify, purchase and catalog books/materials by native authors	x	x	x	x	x	x	x	x	x	x	x	x	PC and Cultural Education Coordinator
g. Recruit and implement participants in Accelerated Reader through existing partners				x	x	x	x	x	x	x	x	x	PC and partners
h. Reading club and monthly club activities				x	x	x	x	x	x	x	x	x	PC
<b>Obj 2.1 and 2.2. for Need 2 Increase cultural knowledge sharing</b>													
a. Reach out to known cultural consultants for commitment	x	x	x	x	x	x	x	x	x	x	x	x	PC and consultant
b. Contract with cultural consults for cultural classes	x	x	x	x	x	x	x	x	x	x	x	x	PC and cultural consultants
c. monthly cultural activities	x	x	x	x	x	x	x	x	x	x	x	x	PC and cultural consultants
d. 6 sessions on financial literacy							x	x	x	x	x	x	PC and Financial consultant
<b>Obj 3.1 &amp; 3.2 for Need 3 Improve access to Tribal cultural resource material</b>													
a. identify, acquire and catalog new cultural resource mate	x	x	x	x	x	x	x	x	x	x	x	x	PC and partners
b. Provide library service for 24 hrs. per week	x	x	x	x	x	x	x	x	x	x	x	x	PC, library staff
c. Quarterly Partnership meeting	x			x			x			x			PC and partners
d. Field trips to local public, state libraries and museums			x				x				x		PC and Education Department Staff
e. regular meetings with libraries and museums.	x	x	x	x	x	x	x	x	x	x	x	x	PC
<b>Evaluation Activites</b>													
a. Develop evaluation forms and surveys	x	x					x						PC/PD
b. Data collection and annual surveys	x	x	x	x	x	x	x	x	x	x	x	x	PC
c. Annual data analysis for evaluation forms and surveys											x	x	PC/PD

## Native American Library Services Enhancement Grant

**Title of Project: Literacy and Cultural Preservation**

**Name of the Tribe: Pinoleville Pomo Nation**

Year 2: September 1, 2022 – February 28, 2023

Key Project Activities (Year 2)	September 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Responsible Project Staff/Partners
<b>Obj 1.1 , 1.2. 1.3 for Need 1 Strengthen literary skills among youth</b>							
a. Reaching out to partners to lean AR program							PC and Partners UUSD and Coyote Valley
b. Subscribe to Accelerated Reader and Star assessment tool							PC
c. staff training on how to implement the AR software							PC and Education Dept staff
d. literacy skills and library training in CA for library staff		x		x		x	PC and Education Dept staff
e. IMLS library training		x			x		PC
f. identify, purchase and catalog books/materials by native authors	x	x	x	x	x	x	PC and Cultural Education Coordinator
g. Recruit and implement participants in Accelerated Reader through existing partners				x	x	x	PC and partners
h. Reading club and monthly club activities				x	x	x	PC
<b>Obj 2.1 &amp; 2.2 for Need 2 Increase cultural knowledge sharing</b>							
a. Reach out to known cultural consultants for commitment	x	x	x	x	x	x	PC and consultant
b. Contract with cultural consults for cultural classes	x	x	x	x	x	x	PC and cultural consultants
c. monthly cultural activities	x	x	x	x	x	x	PC and cultural consultants
d. 6 sessions on financial literacy	x	x	x	x	x	x	PC and Financial consultant
<b>Obj 3.1 &amp; 3.2 for Need 3 Improve access to Tribal cultural resource material</b>							
a. identify, acquire and catalog new cultural resource mate	x	x	x	x	x	x	PC and partners
b. Provide library service for 24 hrs. per week	x	x	x	x	x	x	PC, library staff
c. Quarterly Partnership meeting	x			x			PC and partners
d. Field trips to local public, state libraries and museums	x			x			PC and Education Department Staff
e. regular meetings with libraries and museums.	x	x	x	x	x	x	PC
<b>Evaluation Activites</b>							
a. Develop evaluation forms and surveys	x	x					PC/PD
b. Data collection and annual surveys	x	x	x	x	x	x	PC
c. Annual data analysis for evaluation forms and surveys					x	x	PC/PD