

Hydaburg Cooperative Association
2019 IMLS Enhancement Grant

ABSTRACT

LEAD APPLICANT: Hydaburg Cooperative Association, a federally recognized Tribe.

PLANNED ACCOMPLISHMENTS AND WHY: The Hydaburg Cooperative Association (HCA) is dedicated to the revitalization and ongoing stewardship of Haida culture, language, and way of life. The Tribal members of Hydaburg understand that learning Haida history, language, art, and values that have been passed on by their Elders creates a connectedness that is essential to individual and community health and wellbeing. HCA Tribal leaders believe that this IMLS Enhancement project will assist in creating a place for cultural and language learning that will strengthen the fabric of our community, and will encourage other Haida families to move back to the village.

PROJECT TIME FRAME: September 1, 2019 – August 31, 2021

COMMUNITY NEEDS TO BE ADDRESSED:

Need #1 – Insufficient Programs and Services in Hydaburg for Pre-School Aged Children and their Families.

Need #2 – Limited Options for Local Youth to Engage in Health Pro-Social Activities.

Need #3 – A Lack of Knowledge about Haida Culture and History can lead to Issues related to Identity and Sense of Belonging.

INTENDED AUDIENCE: The Hydaburg Tribal Library will serve residents and Tribal members of all ages who live in Hydaburg, as well as tourists and other visitors to the community. The activities outlined in this 2019 Enhancement proposal will especially focus on pre-school children, older children and youth in Hydaburg.

PROJECT GOALS, ACTIVITIES, OUTCOMES, RESULTS, AND TANGIBLE PRODUCTS:

Project Goal #1 – To establish early childhood literacy and language development programs and activities at the Tribal Library.

Project Goal #2 – To increase use of the Tribal Library by children and youth by offering regularly scheduled programs and activities.

Project Goal #3 - To build the Tribal Library's collections so that they can better support and enhance learning about Haida history, culture, language and art.

Outcome #1 – Increase the number of Haida-specific books and other printed materials from 400 - 600; Data will be collected as all new items are entered into the library's data base of holdings.

Outcome #2 - Increase the number of hours dedicated to locating, purchasing, copying and inventorying culturally important print, photographic, and video materials from 2 hours/week to 4 hours/week. Data will be collected using time logs for the Tribal Library staff.

Outcome #3 – Increase the number of Haida language, regalia, and singing activities that are held in the Tribal library from one per month to two per month. Class schedules and sign-in sheets will be maintained.

Outcome #4 – Increase the number of children and youth who go to the Tribal Library to participate in social activities and events including movie nights, game nights, craft activities, story-times, etc. from approximately 30/month to 60/month. A visitor's log will be kept.

Outcome #5 – Increase the number of pre-school children who participate in library programs and activities from approximately 5/month to 30/month.

STATEMENT OF NEED

A Snapshot of the Village of Hydaburg, Alaska

The Hydaburg Cooperative Association (HCA) is a federally recognized Tribe formed by the Indian Reorganization Act of 1938, and located in southern Southeast Alaska. The mission of the Hydaburg Cooperative Association is *“to honor, strengthen, and preserve our Haida culture and language through fostering healthy children and families who have pride and dignity in the community and culture.”* HCA is committed to nurturing the resurgence of the Haida culture and to re-instill traditional Haida values that lead to healthier families and a healthy community. Hydaburg is the seat of the Haida Nation in the United States, and the larger of two remaining Haida Tribes in Alaska.

The village of Hydaburg is an isolated Southeast Alaska village with 405 residents, of whom 87.8% are American Indian/Alaska Native. Southeast Alaska, the “panhandle” of the state is approximately 500 miles from one end to the other, as it hugs the Canadian coast, and consists of an archipelago of over 1,000 islands, one of which is Prince of Wales Island, where Hydaburg is located. Transportation to Prince of Wales Island is only by small plane or boat. There are no roads that connect the island to the U.S. or Canadian mainland. This geographic information paints a picture of some of the challenges that local residents face in traveling too, and staying connected with, other communities in Southeast Alaska and beyond. Going to visit a neighboring library to learn more about Haida culture requires a flight on a small plane to Ketchikan, and then a second jet flight north to the State library in Juneau, or south to Seattle.

Hydaburg’s local economy is based primarily on government jobs with the largest employers in the village being the local Tribe, the school district, and the City of Hydaburg. Eco- and cultural tourism and a newly opened and Tribally-owned specialty seafood processing plant provide additional employment opportunities. Hydaburg also has a large number of artisans including several expert carvers and weavers. Carved Haida totem poles and large wooden panels are recognized around the world for their rich detail and unique style. Some of the best Haida Master Carvers in the world either live in, or are from Hydaburg.

The Hydaburg Cooperative Association (HCA) is dedicated to the revitalization and ongoing stewardship of Haida culture, language, and way of life. The Tribal members of Hydaburg understand that learning about Haida language, history, art, and values that have been passed on by their Elders creates a connectedness that is essential to individual and community health and wellbeing. HCA Tribal leaders believe that this IMLS Enhancement project will assist in both preserving this cultural information, and creating a place for cultural and language learning that will strengthen the fabric of our community, and will encourage other Haida families to move back to the village.

The Hydaburg Tribal Library

The Hydaburg Tribal library has been in existence for since 2015, and started with a small donation of Haida art and language books from local residents. Subsequent donations, and IMLS Basic Grants in 2016, 2017 and 2018, have supported the acquisition of additional books for a total of approximately 400 books and printed materials in the collection that focus specifically on Haida culture and language.

In 2017, the Tribe received its first IMLS Enhancement grant. This grant allowed the Tribal library to move from its original location in the Tribal office, to its own building that is centrally located in the village. The current library is housed in a renovated 1,200 square foot house that includes one large (800sf) space, a

kitchen and storage area, and two restrooms. The large space houses books and other reading materials, comfortable chairs, a craft and activity area, two computer kiosks, and a corner “office” space for the librarians. The library is currently open Monday – Saturday, 3pm – 8pm; and Sunday 2pm – 6pm. The library is staffed by a Tribal librarian, assistant librarian, and youth librarian, all part-time positions.

Since opening its doors in 2018, the Tribal library has become a place for teens to congregate to read, do homework, participate in scheduled cultural activities, like Haida Jam Nights, and watch movies on the weekends. The library is also a place where Elders can come to get out of their house and have a cup of coffee and visit with friends. Parents with young children also frequent the library to use the computers, and participate in activities geared for a pre-school age group. Since the village does not have a Boys and Girls Club, or YMCA, or community rec. center, public pool, movie theater, bowling alley, video arcade, etc. the Tribal library is really the only public space (other than the local school and one church in town) where people can gather.

Needs Assessment and Purpose of Project

To determine the unmet needs that IMLS funding could help address, information was gathered from a number of sources. This input was used to develop the strategies for moving forward to meet these identified needs and challenges that are outlined below.

Hydaburg 20-Year Community Development Plan – In October, 2016, twenty-two community members and leaders met for three days to draft a long-range community development plan. One of the top priorities identified, is to “expand Haida culture education and youth programs.” This priority includes the specific activities of “developing a Haida library and resource center,” “supporting Haida language and arts,” and “educating Tribal members about their Clans, Crests, and protocols.”

Interviews with Youth and Adults who Frequent the Tribal Library – One-on-one discussions were conducted with several youth and adults who have been spending time at the library, to determine how the library programs and resources can be improved and expanded. Several suggestions were made for offering more evening and weekend programming, especially during the long, dark Alaskan winter nights.

Discussion with the Xanstii Naay Staff – Xantsii Naay is a Haida language immersion pre-school that was opened in Hydaburg in the Fall of 2018. The immersion pre-school has approximately 18 participants, six language instructors, and several other adult aides. The Xanstii Naay staff are very interested in using the Tribal library as a resource for children and their families outside of the pre-school setting. The suggestion was made to adopt the award winning “Baby Raven Reads” early literacy and language development program that is being offered through the Sealaska Heritage Foundation.

As a result of the above assessment of needs, the following three key Needs have been identified:

Need #1 – Insufficient Programs and Services in Hydaburg for Pre-School Aged Children and their Families.

Need #2 – Limited Options for Local Youth to Engage in Health Pro-Social Activities.

Need #3 – A Lack of Knowledge about Haida Culture and History can lead to Issues related to Identity and Sense of Belonging.

The purpose of this IMLS project is to build on IMLS Basic Grant funding that the Tribe has received over the past three years, and the 2017 – 2019 IMLS Enhancement Grant that was awarded to HCA, to expand the Tribal Library’s programs and services to reach a broader range of community members in Hydaburg including pre-school and school-aged youth. A secondary purpose of this project is to provide an accessible location in the village where people can gather to learn more about Haida culture, language, and history.

Target Audience

The Hydaburg Tribal Library will serve residents and Tribal members of all ages who live in Hydaburg, as well as tourists and other visitors to the community. The activities outlined in this 2019 Enhancement proposal will especially focus on pre-school aged children, older children and youth in Hydaburg.

Project Approach and Baseline Data

The basic approach of this project is to build on the efforts of the past two years to open a new library facility in Hydaburg, and to ensure that everyone in the community feels welcome and comfortable accessing the library’s programs and resources. Strategies for this approach include:

- Target specific activities for pre-school aged children, which will in turn engage their families as well, that will enhance the efforts of the Xantsii Naay Haida language immersion pre-school.
- Continue to identify and secure books, magazines and other printed materials that are specific to Haida history, culture, language and art. Creating a rich repository of materials about the Haidas is a benefit to both local residents, and visitors to the community.
- The importance of creating a welcoming place where children and youth can “hang out” in Hydaburg cannot be over-stated. There simply aren’t any other places in the village, other than the school gymnasium, where youth can congregate in a safe and drug/alcohol-free environment. And while they are there “congregating” they can be introduced to new Haida books and materials, and engage in various culture and language activities.

Baseline data that will be used to determine project success includes: number of existing print and other resource materials; number and frequency of patron visits to the Tribal library; number of youth and family cultural activities hosted by the Tribal library; number of tourists and other visitors who come to the library; and the number of literacy related activities and participants offered at the library.

PROJECT DESIGN

Preliminary Planning

The project goals and conceptual design for this IMLS Enhancement project are based on developing clear, measurable, and attainable outcomes that directly address the Needs identified above. The project goals outlined in this proposal clearly further the *IMLS mission of inspiring libraries to advance lifelong learning and cultural engagement*. More specifically, this proposal supports all three of the IMLS Strategic Plan goals, but most of all, the goal of *strengthening the capacity of museums and libraries to improve the well-being of their communities*.

The importance that IMLS places on diversity and inclusion is a cornerstone of this proposal. The project will serve individuals of diverse cultural and socioeconomic backgrounds; people with limited functional literacy; people living in underserved and rural communities; and children from families with incomes below the poverty level. The IMLS Project Category that most closely aligns with this 2019 IMLS Enhancement proposal is “Educational Programming.” Classes, events, and print resources will be developed and implemented that focus on Haida culture and language, and on early-learner literacy.

The design of this project is based on the library staff’s experiences of offering expanded programs and services in the new library space beginning in 2018. As the Tribal library has become a place in Hydaburg where children and youth are congregating, there is a desire to provide even more programs and services. Hosting “Haida Jam Sessions” started being held at the library as youth expressed an interest in learning and singing Haida songs. Friday night “Movie Nights” at the library started as a way to offer social activity options on the weekend that didn’t involve drugs and alcohol. The interest in starting a “Baby Raven Reads” early literacy and language development program at the library arose from an interest in extending the efforts of the local Haida language immersion pre-school beyond its current 1/2-day format.

So, project design is based on expanding programs and activities that have already been successful, and on offering new services and resource that are being requested.

Use of Existing or Emerging Best Practices

Several best practices in library services have been incorporated into the goals, rationale, and activities outlined below. These best practices are noted in a report entitled, “Best Practices for the Customer-Focused Library.”¹ These best practices include:

- Patrons are utilizing the library as meeting and study space, not just for items or computers. Allotting space for study and socializing is important when creating an overall atmosphere of service. **Patrons using the building are easier to convert to users of library services.**
- Patrons are seeking staff interaction to serve their needs. Staff must be available and willing to help, no matter what patrons seek.
- If patrons are browsing materials, collections must be browsable. It’s easier to change to fit patron needs than it is to retrain them.
- New fixtures should focus on displaying circulating materials rather than storing the materials.
- If your focus is service, make sure staff receive training on how to be service focused.

The IMLS Enhancement Project Goals for 2019 - 2021

Goal #1 – To establish early childhood literacy and language development programs and activities at the Tribal Library.

Rationale for the Approach and Process: *The Xaantsi Naay Haida Immersion Pre-school opened its doors in September 2019. The school is in session every weekday morning. This is a language immersion school, Hydaburg’s pre-school aged children are also in need to opportunities that support English language development and literacy. These programs could be offered in the afternoons and on weekends at the Tribal*

¹ Metropolitan Library System, Burr Ridge, IL. *Best Practices for the Customer-Focused Library*. Published through a grant funded through the Library Services and Technology Act, from the Illinois State Library.

Library. The Sealaska Heritage Foundation (SHF) in Juneau, Alaska has developed the award winning “Baby Raven Reads” early literacy and language development program. This program is currently offered in Tribal Head Start programs in Southeast Alaska. Since Hydaburg does not have a Head Start program, grant funds will be used to purchase the “Baby Raven Reads” materials and books, and to train library staff to offer the program for pre-school aged children in Hydaburg.

Activities Required to Accomplish Goal #1:

1. Review the IMLS grant award letter and any specific grant conditions.
2. Convene the Tribal Administrator and current Tribal librarian to review the approved project activities, timeline, and budget, and develop a plan of action.
3. Contact the director of the “Baby Raven Reads” program to develop an MOU between HCA and SHF.
4. Tribal Librarian and Assistant Librarian will participate in “Baby Raven Reads” training in Juneau, AK.
5. Hydaburg Tribal Library will begin purchasing “Baby Raven Reads” books and materials.
6. Xaantsi Naay staff will talk with all pre-school parents/guardians about the new program.
7. Library staff will set dates and times for offering the program.
8. Library staff will work with Xaantsi Naay staff to develop marketing materials for the program to distribute to all households in Hydaburg.
9. Library staff will begin offering the “Baby Raven Reads” program in Hydaburg.

Goal #2 – To increase use of the Tribal Library by children and youth by offering regularly scheduled programs and activities.

Rationale for the Approach and Process: *As was noted above, the importance of creating a welcoming place where children and youth can “hang out” in Hydaburg cannot be over-stated. There are no other places in the village, other than the school gymnasium, where youth can congregate in a safe and drug/alcohol-free environment. This Enhancement grant will support the development of regularly scheduled after-school, evening and weekend activities for various age groups including Haida regalia making and crafts; Haida “jam” nights; movie nights; board and video game events; etc. And while they are there “congregating” in the Tribal Library for these various activities and events, they will also be introduced to the Haida books and materials in the library’s collection.*

The Tribal Library needs to be housed in a building that local residents can be proud of, and that is safe and welcoming for pre-school and school-age children. The current vinyl flooring in the main portion of the library is separating from the floor and looks horrible. A children’s area will be created in the library that will require new flooring to be purchased.

With instant access to information via the internet and various search engines, most people, and particularly young people, don’t see any reason to go to the library. So, the local library needs to become an important partner in supporting language, art and culture activities that are already taking place, as well as host cultural activities for children, youth, Elders, and families.

Activities Required to Accomplish Goal #2:

1. Recruit and hire staff to fill the Assistant Librarian and Youth Librarian positions.
2. Youth Librarian will meet with youth in small groups at the school to identify specific activities that have already been offered at the library, as well as new suggestions, that youth would participate in at the library.

3. Identify community members who are willing to offer regalia making classes, language classes, and other cultural activities at the library.
4. Purchase various regalia materials and art supplies.
5. Youth and Assistant Librarians will develop a weekly library activity schedule at the beginning of each month.
6. Post the library activity schedule each month at the post office, school, city hall, Tribal office, and mini-mart.
7. Offer weekly activities that target various age groups.
8. Use the daily school announcements as a way to publicize library activities and events.
9. Obtain an estimate for new flooring materials.
10. Purchase flooring materials for children's area.
11. Meet with youth in small groups at the school to assess the programs and activities that have been offered, and to make adjustments to the types of activities and schedule based on input.

Goal #3 - To build the Tribal Library's collections so that they can better support and enhance learning about Haida history, culture, language and art.

Rationale for the Approach and Process: *There are only two remaining Haida Tribes in the United States. Both are located on Prince of Wales Island in southern Southeast Alaska. As the much larger of the two remaining Haida Tribes, the Village of Hydaburg has a responsibility to become a repository for materials that are specific to the Haida people who migrated from Haida Gwaii (Queen Charlotte Island, British Columbia) to what is now Southeast Alaska. This repository of Haida cultural information is available to local residents, as well as tourists, and researchers to learn more about Haida culture and history.*

As part of the 2016 IMLS Basic Grant, the Hydaburg librarian developed a comprehensive bibliography of books, magazine and journal articles, and other print materials that are specific to Haida language, art, history, and culture. This list has been used as a guide to acquire materials for the library, and is updated on a regular basis. There are several ways to expand this bibliography including meeting with local Haida artisan, language teachers, and Tribal members. If the library resources are to be used by an increased number of pre-school and school-age learner, then age and culturally appropriate books and other printed materials need to be acquired. Additional user groups include: summer culture camp, language immersion camp, Xaantsi Naay Pre-School, and the youth and adult dance groups.

Activities Required to Accomplish Goal #3:

1. Review and update the comprehensive bibliography of Haida books and other documents.
2. Subscribe to Native American newspapers and periodicals (both state-wide and national), and make the available in the library.
3. Purchase additional furniture to create comfortable spaces to view materials.
4. Meet with various community members to see what books and other materials they may have in their personal collection that could be added to the bibliography for future purchase from booksellers.
5. Purchase Haida history, language, art, and culture books and materials that have been identified as appropriate for targeted children and youth age groups.
6. Purchase shelving for the library.
7. Solicit donations for books, photos, and other culturally relevant materials from community and Tribal members.

IMPACT

As was noted above, this proposal supports all three of the IMLS Strategic Plan goals, but most of all, the goal of *strengthening the capacity of museums and libraries to improve the well-being of their communities.*

The IMLS Project Category that most closely aligns with this 2019 IMLS Enhancement proposal is “Educational Programming.” Classes, events, and print resources will be purchased, developed, and implemented that focus on Haida culture and language, and on early-learner literacy.

Data Collection

The following data will be gathered to track both progress and outcomes measures. Data will be gathered by the Tribal librarian and reviewed on a monthly basis by the Tribal Librarian and HCA Grant Manager. Data will be reported to the HCA Tribal Administrator and Tribal Council twice per year. Data will also be gathered and reported in the manner required in the IMLS Enhancement grant award notification. **Data to be Gathered for Goal #1:** List of literacy materials purchased; number of “Baby Raven Reads” events held; and number of pre-school children and guardians who attend. **Data to be Gathered for Goal #2:** Copy of Tribal librarian recruitment ad; list of interested instructors; copies of receipts for materials purchased; notes from meetings with youth to get their input; copies of weekly activity schedules; participation data including number of types of events held and number of attendees; photos of painting and floor repairs. **Data to be Gathered for Goal #3:** Copy of updated Haida bibliography; list of Native American newspapers and periodical subscriptions; suggested list of resources to be acquired; copies of receipts for materials purchased; library use data including number of daily visitors and number of materials checked-out.

Program data will also be gathered to help determine how the project will benefit the individuals and groups that are being served:

Outcome #1 – Increase the number of Haida-specific books and other printed materials from 400 - 600; Data will be collected as all new items are entered into the library’s data base of holdings.

Outcome #2 - Increase the number of hours dedicated to locating, purchasing, copying and inventorying culturally important print, photographic, and video materials from 2 hours/week to 4 hours/week. Data will be collected using time logs for the Tribal Library staff.

Outcome #3 – Increase the number of Haida language, regalia, and singing activities that are held in the Tribal library from one per month to two per month. Class schedules and sign-in sheets will be maintained.

Outcome #4 – Increase the number of children and youth who go to the Tribal Library to participate in social activities and events including movie nights, game nights, craft activities, story-times, etc. from approximately 30/month to 60/month. A visitor’s log will be kept.

Outcome #5 – Increase the number of pre-school children who participate in library programs and activities from approximately 5/month to 30/month.

Expected Risks

There are no expected risks in implementing the proposed project.

COMMUNICATIONS PLAN

The target group identified for this Tribal library enhancement project includes Hydaburg’s children, youth and families. Family and community building activities will be held in the library that focus on Haida arts, language, history, and culture. The village of Hydaburg has very few indoor gathering places where children, youth, parents and Elders can spend time together, particularly during the dark cold winter months. Hydaburg doesn’t have a restaurant, cafe, bowling alley, swimming pool, fitness center, YMCA, parks and recreation department or other types of community centers and gathering places that other communities in the lower-48 states have.

Communication of library events, activities, and hours of operation in a small remote village like Hydaburg is easy. Word of activities and events travels amazingly quickly, particularly among children and youth who are always looking for things to do. The Tribal Librarian and other library staff will be responsible for using posted flyers, announcements at Tribal Council and City Council meetings, and in-school announcements to engage the target audience. Specific programs, like the *Baby Raven Reads* program will be promoted by the Xaantsi Naay pre-school staff.

The data to be gathered (outlined above) will be reported at the Tribal Council meetings 2x's per year. These meetings are open to the public. The librarian will also tally visitor and participant log information, and post this information on a bulletin board in the library, updating it on a monthly basis. The HCA Tribal Administrator, Tribal Librarian, and HCA Grants Manager will also use the forums they currently attend, including the Prince of Wales Island All-Tribes meeting, the B.I.A. Provider's Conference, and Southeast Conference, to make regular reports on the library's progress.

Stakeholder input and feedback will be gathered in several ways. The Youth Librarian position will be key to getting feedback from children and youth about the types of program, activities and resources the library should be pursuing. Project Goal #3 includes activities that involve meeting with various community members to see what books and other materials they may have in their personal collection that could be added to the bibliography for future purchase from booksellers. In addition, the semi-annual presentations that will be made to the Tribal Council will include an opportunity for community leader and community member feedback. And finally, the Tribal Librarian, Assistant Librarian, and Youth Librarian will regularly solicit feedback from the patrons who are using the library.

SUSTAINABILITY

Ongoing Support: The Tribe owns the building that houses the Tribal Library. Staff from the Tribe's Housing Department regularly provide basic maintenance and repairs to the building at no cost to the library. The books and other print, audio and video materials that are purchased with grant funds remain the property of the Tribe, and as such, will be available to all community members and visitors.

Demonstrating Stakeholder Buy-In: The more that the library is utilized by children, youth, adults, and Elders, the more the facility and its programs will be used as an essential piece of the community fabric. One example of stakeholder buy-in is the fact that the Xaantsi Naay pre-school director approached the Tribal Library about developing a *Baby Raven Reads* program. Another example is that, since the library employs a Youth Librarian and is a host site for an I-LEAD youth mentoring position, their regular presence in the library has helped to attract other youth to participate in library programs and activities. As grant funding diminishes or ceases in future years, the City of Hydaburg will be approached to provide garbage, sewer and water services as a donation to the Tribal Library. The island-wide power company, AP&T will also be approached about a reduced rate for electricity.

Bringing people together to engage in healthy, culturally focused activities brings a renewed sense of personal and cultural pride and hope. Providing resources that helps people understand who they are and where they come from, empowers the decisions about where we want to go in the future.

	Year: 2019				Year: 2020												Year: 2021								
	Sep.	Oct.	Nov	Dec	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr	May	June	July	Aug	
2.10									X	X															
2.11									X	X												X	X		
3.1		X	X											X	X										
3.2			X												X										
3.3				X	X											X	X								
3.4			X	X	X	X	X																		
3.5				X	X	X	X								X	X	X	X							
3.6						X	X	X	X																
3.7						X	X	X	X									X	X	X	X				