ABSTRACT

The Wyandotte Nation is considered home to one of the leading cultural library programs in northeastern Oklahoma. **Wyandotte Nation is the lead applicant** for the Native American Library Services Enhancement Grant and **plans to accomplish** improving the quality of, and access to, library and information services. Our project aims to engage tribal citizens and the community through Project W.I.L.L. (**W**yandotte's **I**ncreasing **L**earning at the **L**ibrary) as we develop and engage in activities that promote reading in order to create a nation of learners.

Our **proposal aligns with Educational Programming** as it includes programs for library patrons and community-based users access to literature through: 1) the creation of resources, such as a Little Free Library; 2) the development and implementation of classes through STEM (Science, Technology, Engineering, and Mathematics); and 3) events including a Book Club and Summer Youth Library Program. An emphasis is placed on the needs of our tribal community while building upon curriculum from a previously awarded IMLS project titled "Talking is Teaching Across a Community" [NG-03-17-0235-17]. The Tribe's proposed **project will address community needs** based upon results from both formal and informal assessments as well as the tribe's Mission and Vision Statement.

The **performance goal** for this project is to advance innovation, lifelong learning, and cultural and civic engagement as we make strategic investments that increase access to information, ideas, and networks through our library. **Specific project activities** include, but are not limited to, 1) purchasing supplies and materials for project implementation; 2) creating, maintaining, and sustaining a Little Free Library book exchange program; 3) coordinating and conducting STEM classes; 4) enhancing a Book Club; and 5) implementing a Summer Youth Library Program. The **intended audience for the activities** are primarily preschoolers and native youth; however, project activities will also reach adults and elders within our rural, tribal community.

Intended outcomes of our project will result in measurable changes and outcomes including an increase in understanding, interest, and confidence for our targeted audience. This project will enhance our library's ability and capacity to: support individuals' needs for education, lifelong learning, digital literacy skills, improve the quality of and access to library and information services. Intended **results** will engage library patrons and community-based users in our library programs and services, which prepares them to be full participants in our tribal community. **Products** resulting from this project include a Little Free Library, fifteen (15) iPads for citizens to check out to read eBooks or use during STEM lessons, fifteen (15) Edison Robots, and ten (10) Sphero Robots.

The **project will benefit** the 1,407 tribal citizens within our project service area; however, it is our desire to serve and positively impact all citizens in our community. Our **time frame** for the project is 24 months, or two (2) years, which is sufficient for us to accomplish our project's goal, activities, outcomes, results, and products. Formal surveys and interviews will be conducted to determine how tribal citizens perceive the change in access, context or usability of the library's programs, services, and ability to address community needs. Matrixes will be designed to measure, calculate and quantify data to ensure goals are being met. Data will be analyzed by the Project Director and reported to tribal citizens via the tribal newsletter and website. Success will be measured by completion of aforementioned activities.

The Wyandotte Nation kindly requests **$145,882** for the successful implementation of the IMLS Native American Library Services Enhancement funding opportunity with our grant application titled "Project W.I.L.L."

NARRATIVE

STATEMENT OF NEED

The Wyandotte Nation is considered home to one of the leading cultural library and museum programs in northeastern Oklahoma. The library acts as a hub for cultural heritage and other information to both tribal and non-tribal citizens in the community as it provides services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, underserved rural communities, and children from families with incomes below the poverty level. Despite strong efforts to be as inclusive as possible, our rural area has limitations when it comes to accessing and utilizing technology in the tribal library.

Technology can be tough to figure out, especially if you live in a rural area or never grew up with it. Many learning opportunities are only available in major cities, such as Tulsa, OK, which is 90 miles away. To make matters worse, many children miss out on Edison and Sphero robotic coding and programming competitions. The Tribe is aiming to reverse this trend by providing its citizens with lessons on technology in our library as well as the opportunity to increase access to literature. Project W.I.L.L. (**W**yandotte's **I**ncreasing **L**earning at the **L**ibrary) is based off the idea that libraries can still be a viable, reliable, and capable source for learning.

Libraries are trusted stewards of our nation's knowledge and collections. They care for, conserve, manage, and provide access to information that represents the cultural and historical foundations of our shared heritage. Through our programs and services, we are building cultural connections that help contribute to a more inclusive and equitable society. Providing broadband access continues to be a vital service of our nation's public libraries. Access to the internet, as well as related training, helps citizens in our tribal community find new jobs, succeed in school, and obtain essential government services. Thanks to previously grant-funded IMLS projects, our library is increasingly building a presence in the community within our library and online.

The plan is to engage the 1,407 tribal citizens within our project service area; however, it is our desire to serve and positively impact all citizens in our community through the creation of resources, such as a book sharing program with a Little Free Library to build community and inspire readers, the development and implementation of classes though STEM (Science, Technology, Engineering, and Mathematics), and events including a Book Club and Summer Youth Library Program.

The Wyandotte Nation has an active Library Services Basic Grant and has also submitted a FY 2019 Native American Library Services Basic Grant application, which makes us eligible to apply for a FY 2019 Enhancement Grant. Funding for this project promotes the use of technology as tribal citizens will have immediate access to eBooks on Overdrive with an iPad. Tribal youth will be better prepared to participate in a more global society with STEM lessons and a Summer Youth Library Program. All tribal citizens will be engaged as we develop and implement a Little Free Library book exchange program and a monthly Book Club. Project W.I.L.L. provides learning experiences for everyone in the library. Ultimately, this project places the learner at the center of engaging experiences in our library, encourages civic engagement, and promotes the use of technology to facilitate discovery of knowledge and cultural heritage. (**Supportingdoc1 pages 5-6; Supportingdoc2 pages 1-5, 33; Supportingdoc3 page 8; Supportingdoc4 5-6, 10, 16**)

Audience

Wyandotte Nation primarily serves the 1,407 tribal citizens within a 50-mile radius of tribal headquarters in northeastern Oklahoma. However, grant awarded funds would provide our Tribe with a unique opportunity to learn at the library as never before, we will be able engage with people of all ages, backgrounds, and abilities to make a lasting impact on our tribe's culture and heritage.

Population Profile

As of March 2019, there are 6,411 tribal citizens scattered across the United States. Less than 20% of tribal citizens live within a 50-mile radius of our rural, tribal headquarters. Many tribal citizens moved to the northwest during the Great Depression for employment. Most of those who moved to the northwest have stayed in that region. In fact, the 2nd largest concentration of Wyandotte citizens is in Seattle, Washington. Despite the distance, strong bridges of communication exist between tribal headquarters and tribal households through mailed publications of the tribal newspaper and website (**Supportingdoc2 page 33**).

Location

Wyandotte Nation's headquarters is located in the far northeastern corner of Oklahoma in Ottawa county in the rural town of Wyandotte. Major towns or cities near our tribal headquarters include Joplin, Missouri (30 miles) and Tulsa, Oklahoma (90 miles). Many, if not most, of our tribal population miss out on events taking place in these cities due to the distance and financial burden.

Economy

Ottawa County is home to just under 35,000 residents, of which nearly twenty (20%) percent are American Indian, compared to only nine (9%) percent across the State of Oklahoma. Ottawa County is also home to nine (9) Federally-recognized tribal headquarters. Our county's median household income from 2008-2012 was a mere $36,280, compared to the state average of $44,891. Sadly, 21.2% live in poverty in Ottawa County compared to 16.6% in Oklahoma. In fact, the United States Department of Agriculture (USDA) recently identified Ottawa County, Oklahoma as a StrikeForce in order to address the challenge of chronic and persistent poverty. Furthermore, our county qualifies as a HUBZone due to the high relative unemployment rate. Higher incidences of unplanned pregnancies, teen pregnancy, inadequate prenatal care, higher rates of low-birth-weight babies, infant deaths, and low immunization rates are all associated with the poverty in our county along with a myriad of other adverse health outcomes. To further illustrate our community poverty, the State School Superintendent recently published a Low-Income Report, in which our county had fifty-eight (58%) percent of students receiving a free lunch and twelve (12%) percent of students receiving a reduced lunch. In other words, seventy (70%) percent of the students in Ottawa County alone are considered low income. Poverty and other health factors are dangerous cycles that all too often haunt Native American communities, such as ours.

The Tribe is currently serving many of the low- and moderate-income families through the Housing Department, Indian Child Welfare, Children and Family Services, Family Violence Prevention, Title VI Caregivers, and numerous other tribal departments. Wyandotte Nation will continue to provide programs and services to low- and moderate-income people.

Education Levels

According to US Census, the town of Wyandotte shows significantly low statistics for both income and education levels. In fact, 79.6% have a high school or higher education while only 10.6% have a Bachelor's degree. According to a July 2015 article, 75% of Americans on welfare can only read at the bottom two levels of literacy. Other reports show the rate of low literacy in the United States directly costs the healthcare industry over $70 million every year. To make matters worse, literacy rates in the US have stagnated. Much of this can be tracked to not having access to learning literacy and technology. As of 2011, America was the only free-market country where the current generation was less educated than the previous one ("11 Facts about Literacy in America" DoSomething.org July 17, 2015 https://www.dosomething.org/facts/11-facts-about-literacy-america).

Languages

Language carries with it an unspoken network of cultural values, which builds our identity and encourages our community to move toward social unity and self-sufficiency. Many, if not most, of Native American languages are at a critical juncture. Sadly, there is a dramatic decline of Wyandotte speakers. Wyandotte essentially died out as a spoken language nearly a century ago; however, there are attempts at revitalization. The Wyandotte Nation conducts language lessons at the preschool's "Turtle-Tots" program as well as annual cultural events. Certain Wyandotte citizens offer adult and children's classes in the Wyandotte language at its village school in Wendake, Quebec. In recent years, the Wyandotte Nation created online language lessons for self-study.

Despite our efforts, the Wyandotte language is at a vulnerable status. Out of the 6,411 Wyandotte citizens, there are less than five (5) fluent speakers remaining. With most speakers over the age of 55, the Wyandotte language is on the brink of extinction. Preserving and sustaining the Wyandotte language has increasingly become a high priority in our community.

Culture

Prior to European contact more than a dozen tribes along the St. Lawrence River and Upper Great Lakes Region were collectively part of the Iroquoian linguist group. In 1701, Antoine de la Mothe Cadillac, invited the Wyandotte to settle near his new Fort Detroit. Within a few years, a portion of the tribe ventured south and settled in Upper Sandusky, Ohio. Pressure from settlers and the Treaty of 1843 forced removal to Indian Territory (Kansas) west of the Mississippi River. Our new reservation was located on highly sought after, and later fought over land, which led to the Treaty of 1855 resulting in tribal termination. Our land was quickly allotted and sold to "white interests".

In 1857, some Wyandotte who were unwilling to accept citizenship relocated to Indian Territory (Oklahoma) and lived as guests of the Mixed Band Seneca-Shawnee. After the Civil War concluded, in 1867 approximately 200 citizens successfully sought reinstatement as a tribe.

Although we came to Indian Territory to remain 'Indian,' our small population, external influences, and the decisions made compromised our traditional way of life. In the early 1900s, many did not teach their children our native language, and soon those capable of continuing the traditional ceremonies were gone. Our tribal interests focused on the care of orphans, land disputes, and ongoing issues with the government.

The **specific need addressed through our project** is to not only increase access to the library, but enhance technology and other learning programs for patrons and guests in the library. Many, if not most, of our tribal citizens do not have access to an iPad or computer with Internet access. They travel great distances to other locations in order to find a hard copy of a book they are searching for or do not utilize our library at all. Tribal youth, and others, in our community miss out on valuable programs in literacy, technology, and robots due to our rural location. With our Tribal Housing, local schools, and other organizations, such as the Boy Scouts of America only a few miles away from the library, it seems inexcusable that we would not respond to needs that knit community members together through common experiences and shared interests.

Recently awarded Basic Library Grant funds have helped implement and develop the tribal library's use of OverDrive. This has allowed us the ability and opportunity to purchase eBooks as well as Audio Books. OverDrive is a digital distributor of eBooks, audiobooks, and other digital content. OverDrive's catalog includes more than 2 million digital titles with a global network of more than 27,000 schools and libraries. Wyandotte Nation is able to be a part of this network with funds provided by IMLS' Native American Library Services Basic Grants Program. While Basic Library Grant funds support our existing library operations and maintain core library services, there are currently **no other projects that exist within our Tribe to help answer the needs of our audience**. This particular proposed **project is building upon other work** we have accomplished that **best answers our audience's needs**. Our project is not duplicative of past funding; however, an emphasis is placed on the needs of all in our tribal community as we build upon cultural curriculum from a previous IMLS grant-funded project titled "Talking is Teaching Across a Community"(**Supportingdoc1 page 4**).

The **current role** of the Wyandotte Nation's Library is to act as a hub for cultural heritage and other information to citizens in the tribal community. Wyandotte Nation's **Mission** is "To advance the standard of living of the Tribe … and to promote in any other way the general welfare of the Indians of the Wyandotte Nation." The library's **hours and days of operation** are currently Mondays and Wednesdays from 8:00 a.m. to 4:30 p.m., Tuesdays and Thursdays from 8:00 a.m. to 6:00 p.m., and Fridays from 8:00 a.m. to 3:30 p.m. only closing on federal holidays. IMLS grant funds would enhance and afford us the opportunity to remain open later and longer with evening programs in order to meet one aspect of the needs of our audience. Our library is **staffed** with one (1) full-time librarian who coordinates the circulation of more than 13,000 materials in **size** of tribal and non-tribal **content and collections** including archives, eBooks, audio books, more than 1,600 DVDs, a Native American section of books on tribal histories, cultures, and contemporary issues, a young adult and teen section, and pre-literacy and early literacy sections. The adult section contains a number of inspirational and Christian fiction novels, westerns, crime fiction, mysteries and classics While the circulation of the tribal library has increased, the number of books checked out has dropped each year. In fact, most patrons use the library for Internet access and/or checking out DVDs. Despite the fact that nearly 50% of tribal citizens in our project service area are **registered patrons** to the library, **circulation statistics** indicate that less than 20% of patrons access, or frequent, the programs, collections, and other opportunities available in our library.

Wyandotte Nation takes much pride in their library. The walls are lined with portraits and pictures of past tribal events or families dating back to the late 1800s. So much can be learned about the Wyandotte culture and history simply by browsing through our Indian section or attending one of our cultural activities and programs offered to the public. Computer technology is available as our library offers is home to seven (7) computers with high speed **internet-connectivity** and two (2) laser printers for patron usage. Educational and cultural **programs** include classes on researching tribal heritage, learning the Wyandotte language, and creating native crafts.

The Wyandotte Nation Library has undergone a profound change in collection development and library services over the past few years thanks, in part, to funds from IMLS Basic Library Grants and IMLS Enhancement Grants. It is imperative that we respond to the community's needs as we retain our ever-growing patron base nationwide.

Our proposed project fits into IMLS funding priorities to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. The **purpose of our proposed Enhancement grant is to** provide a wealth of rich and new learning experiences in our library to individuals of all ages and backgrounds regardless of their circumstances. We understand that learning is not limited to school-aged children in a classroom. In fact, learning is a lifelong endeavor. This enhancement project will empower our trained staff and tribal community to access the library as a haven to encourage exploration, analysis, and questioning. It will become a place to foster an attitude of discovery, cultivate creativity, communication, and collaboration among visitors. With our varied collections and a trained staff, our library can help gain literacies and life skills necessary by providing spaces where toddlers, youth, families, and other organizations can learn and grow together.

The type of **assessment conducted** to identify this need as a priority for the library stems from formal and informal surveys to patrons and guests at the library as well as tribal youth, families, public schools, and local organizations. **Results from this and other assessments** include our audience's desire to: 1) increase hours of operation for more access to library programs during the evening and weekends; 2) expand their knowledge in technology ranging from basic computer skills to operating robots; 3) acquire resources for digitally reading eBooks; 4) develop a book exchange program to encourage reading among children and families; and 5) enhance book clubs or programs to encourage community involvement among tribal youth. (**Supportingdoc1 pages 1-3**)

Our proposal is also based upon projects similar in nature by other institutions. For example, the Eastern Shawnee Tribe of Oklahoma's IMLS Enhancement Project engaged tribal youth and elders in their community through STEM lessons, a reading program, and iPads for digital access to their online collection and Overdrive.

The second project similar in nature is a Little Free Library book exchange program in Lake Worth, Florida involving a small community who began with one Little Free Library and currently have over 3,000 visitors to their libraries. (**Supportingdoc1 pages 4-9 *and* Supportingdoc2 page 33**)

We consider our approach to be the **best solution to meet the needs of the targeted audience**. There are many factors leading to acquiring access to information and educational resources in an electronic, or digital, format. It can make reading and research easier, ease budget pressures on our library, and assist the library in extending access to collections with new media. Perhaps their most important advantage would be its ability to make information more available, raise its quality, and increase its diversity. Increasing access to learning at the library can, in principle, be the answer to our problem as it will enhance our tribal community's opportunity to expand and sustain access for current and future generations.

PROJECT DESIGN

Wyandotte Nation's **proposed work plan** involves departmental and community organization, coordination, and promotion as possible. Orientation meetings are vital for Project Staff to review the project's goal, plan for activities, outcomes, results, and products. Supplies and equipment, such as a Little Free Library and iPads are important for project implementation. An inventory of the supplies and equipment will help keep track of the location, usage, and maintenance of supplies and equipment. The Project Assistant will plan, organize, and conduct lessons at the library for preschoolers attending Turtle Tots and tribal youth attending the Afterschool Program utilizing STEM classroom supplies and iPads once per week during the academic calendar year. The Librarian and Youth Coordinator will also carry out the Summer Youth Library Program with educational activities, independent reading, and story time twice per month beginning in June and ending in August. The Book Club will feature a new book each month. The Book Club will meet monthly at the library to discuss the featured book and express opinions, likes, and dislikes. Finally, the Wyandotte Nation's Financial Review Committee will meet with Project Staff to evaluate and monitor the project's effectiveness before submitting reports to IMLS. Wyandotte Nation acknowledges and understands the responsibility for annually submitting a performance and financial report. We are aware that reports will be due according to the reporting schedule from the Official Award Notification for Grants and Cooperative Agreements. Wyandotte Nation will submit reports electronically using the IMLS performance and financial report forms. (**Scheduleofcompletion, Projectstaff, Supportingdoc2 pages 1-11, and Supportingdoc4 pages 7 and 8**)

Performance Goal: Strengthen museums and libraries as essential partners in addressing the needs of their communities.

Objective #1: By the end of 24 months, the Wyandotte Nation will create one (1) Little Free Library for a book exchange program in order to make our library resources more accessible for people of all ages, backgrounds, and abilities.

Objective #2: By the 24th month, Wyandotte Nation will conduct 72 STEM lessons for native youth in both the Preschool and Afterschool Program to promote the use of technology and facilitate discovery of knowledge.

Objective #3: By the 24th month, Wyandotte Nation will enhance one (1) Book Club for all tribal citizens to advance cultural and civic engagement.

Objective #4: By the end of the project period, Wyandotte Nation will develop one (1) Summer Youth Library Program for native youth (ages 5-17) to provide engaging experiences and prepare them to be full participants within the tribal community.

Specific questions for this project were derived from both the Library Assessment and departmental meetings. Questions asked while developing this project included: 1) Does a high percentage of the community use the Wyandotte Nation Library?; 2) If not, why not?; 3) What type of library programs, classes, or events would the community like to see at the Library?; 4) When would be the best day and time for community members to attend library activities?; 5) Do they use the computer lab at the library?; 6) How would they like to expand their technology use?; and 7) What would they like to see at the library that Wyandotte Nation currently does not offer?

Answers from our targeted audience demonstrate a need for a project such as ours. For example, they wish to: 1) increase hours of operation for more access to library programs during the evening and weekends; 2) expand their knowledge in technology ranging from basic computer skills to operating robots; 3) acquire resources for digitally reading eBooks; 4) develop a book exchange program to encourage reading among children and families; and 5) enhance book clubs or programs to encourage community involvement among tribal youth. (**Supportingdoc1 pages 1-3**).

These answers later led to discussions during an impromptu Library and Grant Development meeting asking: 1) What is our community's current condition in relation to library programs and services?; 2) Who, specifically, is impacted by this condition?; 3) What will happen if this condition is resolved/not resolved?; 4) Where, specifically, is this condition occurring?; 5) Why does this condition occur?; and 6) What role can the library have in addressing this condition?

After much thought, planning, and research, we believe our library has the capacity to respond to our audience members' needs. The Education Director, Librarian, and Youth Coordinator researched Little Free Library programs, robotics, STEM lesson activities, and prepared a sample calendar of events for the Summer Youth Library Program. Tribal leadership demonstrated their strong support through a formal letter from the Wyandotte Nation Board of Directors. Additional support came from Wyandotte Nation's Tribal Heritage and Housing Departments, Principals and Teachers from local schools, and the local Boy Scouts of America, who provided letters of support for this project. (**Supportingdoc3, pages 1-8**)

The **conceptual design and processes** for our project revolve around 20 U.S.C. § 9141 as Project Staff will expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills. Moreover, we are targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

Wyandotte Nation **engaged the community with preliminary work and planning** through formal and informal assessments as well as departmental meetings and research among the proposed Project Staff. As previously mentioned, **our project is closely related to** IMLS and other funded projects similar in nature. For example, the Eastern Shawnee Tribe of Oklahoma has completed the first of a two-year IMLS Enhancement Project where they are engaging their community through STEM lessons and other programs as well as checking out iPads for reading eBooks. The second project stems from Lake Worth, Florida's Little Free Library book exchange program which began as one Little Free Library and now over 100 libraries with visitors on a regular basis. (**Supportingdoc1 pages 4-9** *and* **Supportingdoc2 page 33**)

Wyandotte Nation will **_not_** use any procedures that deviate from accepted practice. In fact, our results will be compatible with other resources that follow existing standards. Our proposed **project will _not_ include any digital content**; however, the Project Assistant will create outreach material for library patrons and guests to programs, classes, and events as well as digital announcements on social media. All announcements and material will include the IMLS logo as well as the statement, "This project was made possible in part by the Institute of Museum and Library Services". (**Scheduleofcompletion, Projectstaff, Digitalproduct, Supportingdoc4 page 13**)

IMPACT

The **intended goals of the project that will guide our project to completion** are based upon IMLS' mission to advance innovation, lifelong learning, and cultural and civic engagement to create a nation of learners. **IMLS Goal Connection**: Wyandotte proposes a project that achieves IMLS' purpose for the Native American Library Services Enhancement Grant funding opportunity by sustaining heritage, culture, and knowledge through strengthened activities in digital learning resource development, design, and delivery. Based upon IMLS agency-level goals, our proposed project best aligns with **Goal 3**: increase access to information, ideas, and networks through libraries and museums. **INCREASE PUBLIC ACCESS** ~ This correlating goal of increasing public access focuses on achieving positive public outcomes for not only tribal citizens, but individuals and organizations in our community as well.

Results we would like to see at the end of the project period are an increase in the number of participants in library programs, a growth in confidence using technology, and a community engaged in library programs and services, which prepares them to be full participants in our tribal community and global society.

Outcomes are the impact that we hope to achieve with our proposed project. We have worked to make them quantifiable measures or indicators that identify the change in the community, people's lives, etc.

Intended Outcomes:

- Supported and promoted one (1) Summer Youth Library Program
- Established one (1) successful, library book exchange program
- Enhanced STEM activities with books, supplies, fifteen (15) Edison Robots and ten (10) Sphero Robots
- Strengthened resources at the library with fifteen (15) iPads
- Improved accessibility of individuals of diverse backgrounds by extending hours and days of operation
- Increased participation in library programs, classes, and events; and
- Accessibility for disabled persons (Little Free Library will be ADA compliant)

The **project will specifically benefit** individuals of all ages and backgrounds regardless of their circumstances by providing rich learning experiences in our library, such as STEM lessons, Book Club, and a Summer Youth Library Program. Learning is not limited to a classroom. In fact, our community will be empowered with a place that encourages exploration, analysis, and questioning. It will become a place to communicate and collaborate among visitors and guests to the Little Free Library. With IMLS project funds, our library can help the community gain literacy and life skills necessary by providing spaces where we can all learn and grow together.

We will **measure progress towards achieving our goal and outcome** by the number of tribal citizens signing the Guest Book at the Little Free Library, number of books shared or given at the Little Free Library, number of students participating in STEM classes, number of patrons and guests checking out iPads, number of tribal citizens reading eBooks on OverDrive, number of participants in the Book Club, and number of tribal youth participating in the Summer Youth Library Program. Wyandotte Nation will seek and obtain feedback throughout the project lifecycle from audience members via Questions and Answer sessions during library programs, classes, and events as well as email requests and impromptu discussions while checking in and out iPads.

Reliable information to judge the impact or base actions will come in the form of three sources. The first reliable source is the Financial Review Committee (FRC) who will meet with Project Staff to evaluate and monitor the project's effectiveness. The FRC is comprised of the Second Chief, Chief of Staff, Accounting Director, and two (2) Grant Writers, all of which have more than 50 years of grant management experience. The second is the Project Director from the Eastern Shawnee Tribe as we will communicate with her in order to acquire lessons learned and best practices for developing, maintaining, and sustaining a project similar in nature. The third reliable source to base actions from is the Little Free Library Literacy Toolkit, which offers tips and strategies for creating a community that cares about, promotes, and improves reading and writing. (**Scheduleofcompletion, Supportingdoc1 page 4 and Supportingdoc2 pages 12-32**)

Wyandotte Nation has developed a contingency plan to address any **expected risks** to our project. This contingency plan is designed to minimize interruptions towards implementation of the proposed project.

1.   **Expected Risk**: Partnership Commitment Weakens
        Possible Problem: A community partner rejects the project idea and chooses not to participate.
        Contingency Plan: Refer to signed Letters of Support and if necessary, network with other partners.
2.   **Expected Risk**: Low Community Participation
        Possible Problem: We experience low participation at events despite outreach efforts.
        Contingency Plan: Local schools and organizations will be asked to promote the project.
3.   **Expected Risk**: Underestimated Costs of Budgetary Items
        Possible Problem: Costs may change before funding approval.
        Contingency Plan: Seek supplementary resources in the community in order to reduce other costs.

COMMUNICATIONS PLAN

Our **communication plan** involves the Project Assistant reaching out and promoting the project's activities and updates to the community on a regular basis through various forms of social media, such as Facebook, Twitter, Instagram, and Snapchat in order to reach all demographics. We will **openly and effectively share project results**, products, models, findings, processes, benefits, and lessons learned on a quarterly basis in the tribal newsletter and website. Wyandotte Nation will **seek and obtain feedback throughout the project lifecycle** from audience members *via* Questions and Answer sessions during library programs, classes, and events as well as a library impact blog and impromptu discussions while checking in and out iPads. The **Project Assistant will be responsible for outreach, promotion, and dissemination**. As previously stated, all digital announcements and outreach material will include the IMLS logo as well as the statement, "This project was made possible in part by the Institute of Museum and Library Services". (**Scheduleofcompletion, Projectstaff, Supportingdoc4 page 13**) Our project does *__not__* require plans for creating supporting documentation of digitized collections, software, information systems, and other technology tools. (**Digitalproduct**)

SUSTAINABILITY

Project W.I.L.L.'s benefits will **continue to support the project beyond the grant period** through ongoing institutional support of project activities from IMLS Basic Library Grant funds as well as the tribe's General Fund. The tribe will support the library by retaining qualified staff members including the operating budget. We will seek support from other book stores, such as Barnes and Noble who chose the Lake Worth Little Free Library project as a beneficiary of their holiday book drive. Youth participating in STEM lessons will be able to teach others how to use enhanced technology in such a way that it sustains the project as well. Despite the fact that this is a new project for us, we have high hopes for the future.

Our project will lead to systemic change within our organization as it will lead to an increase in utilizing electronic data while reducing our dependency on paper. This change also represents our efforts in reaching and serving all citizens within our tribal community. We will learn together at the library as we engage in common experiences and shared interests together through our tribal community.

As stated earlier, the Project Assistant will create outreach material for library patrons and guests to programs, classes, and events as well as digital announcements on social media. All announcements and material will include the IMLS logo; therefore, there are **no plans for sustaining** any digitized collections, software, and supporting documentation, information systems, and other technology tools. (**Digitalproduct**)

SCHEDULE OF COMPLETION
YEAR 1 – Project W.I.L.L.

The schedule of completion reflects each major activity identified in our application narrative and the project dates identified on the SF-424S and IMLS Budget Form.

	S	O	N	D	J	F	M	A	M	J	J	A
Activity 1 – Award Notification	■											
Activity 2 – Hire IMLS Project Staff	■	■										
Activity 3 – Project Orientation and Planning		■	■									
Activity 4 – IMLS Directed Travel	T	B	D	-	-	-	-	-	-	-	-	>
Activity 5 – Procure Project Supplies and Equipment			■	■	■	■	■					
Activity 6 – STEM Lessons				■	■	■	■	■				
Activity 7 – Create Little Free Library					■	■	■	■	■	■	■	■
Activity 8 – Enhance Book Club Program					■	■	■	■	■	■	■	■
Activity 9 – Implement Summer Youth Library Program									■	■	■	■
Activity 10 – Outreach and Dissemination			■	■	■	■	■	■	■	■	■	■
Activity 11 – Evaluate and Submit Reports												■

Outline of YEAR 1 Activities	
1	Review and accept IMLS award; notify Key Staff, Administration, Accounting Department, and HR Director
2	Advertise, interview, and hire IMLS Project Staff, *if necessary* (**see Projectstaff, Resumes, and Budgetjustification**)
3	Conduct orientation meeting with Project Staff in order to review the project's goal, objectives, plan for activities, outcomes, results, and products
4	Project Staff will travel, attend, and participate in the Association of Tribal Archives, Libraries, and Museums (ATALM) Conference
5	Purchase supplies, materials, and equipment for project implementation; create an inventory of purchased supplies, materials, and equipment
6	Coordinate and conduct weekly STEM lessons with preschoolers and youth attending the afterschool program utilizing STEM classroom supplies
7	Create, maintain, and sustain the Little Free Library; host community events highlighting the Little Free Library's book exchange program
8	Meet monthly at the library to discuss featured books; feature a new book each month
9	Carry out Summer Youth Library Program with educational activities, independent reading, and story time once per month
10	Disseminate outreach material for library patrons and guests to library programs, classes, and events as well as digital announcements on social media
11	The Financial Review Committee will meet with Project Staff to evaluate and monitor the project's effectiveness. Submit performance and financial reports due to the reporting schedule from the Official Award Notification for Grants and Cooperative Agreements. Reports will be submitted electronically using the IMLS performance and financial report forms.

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SCHEDULE OF COMPLETION
YEAR 2 – Project W.I.L.L.

The schedule of completion reflects each major activity identified in our application narrative and the project dates identified on the SF-424S and IMLS Budget Form.

	S	O	N	D	J	F	M	A	M	J	J	A
Activity 1 – Project Planning	■	■										
Activity 2 – IMLS-Directed Travel	T	B	D	-	-	-	-	-	-	-	-	>
Activity 3 – Procure Project Supplies	■	■	■	■								
Activity 4 – STEM Lessons	■	■	■			■	■	■	■			
Activity 5 – Continue Little Free Library	■	■	■	■	■	■	■	■	■	■	■	■
Activity 6 – Continue Book Club Program	■	■	■	■	■	■	■	■	■	■	■	■
Activity 7 – Continue Summer Youth Library Program									■	■	■	■
Activity 8 – Outreach and Dissemination	■	■	■	■	■	■	■	■	■	■	■	■
Activity 9 – Evaluate and Submit Reports						■						■

Outline of YEAR 2 Activities	
1	Conduct planning meeting in order to schedule and plan for activities, outcomes, results, products, and reporting
2	Project Staff will travel, attend, and participate in the ATALM Conference
3	Purchase supplies for project implementation; create an inventory of supplies
4	Coordinate and conduct weekly STEM lessons with preschoolers and youth attending the afterschool program utilizing STEM classroom supplies
5	Maintain and sustain the Little Free Library; host community events highlighting the Little Free Library's book exchange program
6	Meet monthly at the library to discuss featured books; feature a new book each month
7	Carry out Summer Youth Library Program with educational activities, independent reading, and story time once per month
8	Disseminate outreach material for library patrons and guests to library programs, classes, and events as well as digital announcements on social media
9	The Grants Review Committee will meet with Project Staff to evaluate and monitor the project's effectiveness. Submit performance and financial reports due to the reporting schedule from the Official Award Notification for Grants and Cooperative Agreements. Reports will be submitted electronically using the IMLS performance and financial report forms.

NAG-ENHANCEMENT-FY19; CFDA 45.311

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (e.g., 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. 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

All applications must include a Digital Product Form.

☑ 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.

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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.

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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.

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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 the format(s) you will use.

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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.

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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).

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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).

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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).

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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).

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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).

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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.

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

Part III. Projects Developing Software

A. General Information

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.

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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.

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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.

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

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

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

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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.

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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

Name of publicly accessible source code repository:

N/A

URL:

N/A

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.

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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?

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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).

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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.

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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).

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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?

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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

> This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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

Name of repository:

> N/A

URL:

> N/A

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

This section is not applicable for our project as our project does NOT involve the creation of digital products, such as digital content, resources, assets, software, or datasets.

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