

**Fort Belknap Indian Community**

**IMLS Native American Library Enhancement Grant 2019**

**Project Abstract**

This proposal is submitted by the Fort Belknap Indian Community Council (FBICC), which serves as the governing body of the Fort Belknap Indian Community of the Fort Belknap Indian Reservation. Located in northcentral Montana, the reservation is the home of the Aaniiin (White Clay People or Gros Ventre) and Nakoda (Assiniboine) nations. The project will be administered by the Aaniiih Nakoda College Library (ANCL), which serves as the public library for the Fort Belknap reservation and the academic library for Aaniiih Nakoda College (ANC).

On January 4, 2016, the FBICC issued a “State of Emergency for the Communities, Families, and Children of the Fort Belknap Indian Reservation Related to Methamphetamine and Other Dangerous Drugs.” According to the Council, the use, abuse, manufacturing and trafficking of illegal substances, including methamphetamine, prescription medications and heroin, has reached “epidemic proportions” on the reservation. The ANCL, in collaboration with a network of community partners and members of the Fort Belknap Substance Abuse Community Coalition, has designed this project to contribute to community-wide efforts to address Fort Belknap’s substance abuse crisis by providing information resources, educational programming, and outreach activities that will build awareness, knowledge, and self-efficacy among community members in the areas of substance abuse prevention and treatment.

The goal of the project is to promote lifelong learning among Fort Belknap residents of all ages through a series of educational programs and outreach activities that address the substance abuse crisis currently facing the Fort Belknap Indian Reservation. Monthly events will alternate between local speakers addressing specific aspects of substance abuse, prevention and/or treatment, and hands-on teaching/learning activities featuring Aaniiih and Nakoda language and lifeways. Outreach programs will be planned, implemented and evaluated in cooperation with a network of community partners and delivered in all three reservation communities (Fort Belknap Agency, Hays and Lodgepole), with special emphasis placed on youth. As a result of these activities, the project will achieve measurable outcomes related to participants’ knowledge, attitudes and behaviors. Project-specific outcomes include (1) increased community awareness of, and participation in, library-sponsored outreach programming; (2) increased community interest in, and knowledge of, program-specific subject matter related to substance abuse and Aaniiih and Nakoda culture; (3) increased community use of library resources associated with featured topics; and (4) increased sense of self-efficacy among reservation youth. To facilitate the delivery of the project’s educational programming and achievement of its participant learning outcomes, the project also will support expanded library holdings, staff development opportunities, and improved access to the library’s information resources, especially for residents of the remote southern end of the Fort Belknap Indian Reservation.

This **Educational Programming** project will be carried out over a twenty-four-month project period. Ms. Eva English, ANCL Director, will serve as project director.

## **Project Narrative**

### **I. Statement of Need**

This proposal is submitted by the Fort Belknap Indian Community Council (FBICC), which serves as the governing body of the Fort Belknap Indian Community of the Fort Belknap Indian Reservation. Located in northcentral Montana, the reservation is the home of the Aaniinen (White Clay People or Gros Ventre) and Nakoda (Assiniboine) Tribes. For a detailed description of the Fort Belknap community, including population profile, economy, educational levels, culture and other characteristics, please refer to the Organizational Profile presented in Attachment 3. A map of the reservation is presented in Supporting Document 1.

The United States is facing a crisis of epidemic proportions over use and abuse of dangerous drugs, including methamphetamines, illegal narcotics and opioids. According to the National Institutes of Health, more than 115 people die every day from an opioid overdose. The Centers for Disease Control and Prevention estimate the costs of opioid prescription misuse at \$78.5 billion per year (ALA, 2018). American Indian communities, including the Fort Belknap Indian Community, have not been immune to this crisis. In fact, epidemiological data indicate that there is a high rate of substance abuse among American Indians, although these data also reflect high rates of abstinence (Arroyo et al., 2012). Actual rates of substance abuse vary among tribal communities, so they should not be lumped together (Whitesell et al., 2012). That said, American Indian communities may suffer from historical trauma related to unresolved grief from the massive loss of ancestors, the negative impact of culturally oppressive policies, and ongoing experiences of discrimination (Fisher & Ball, 2005). Historical trauma can play an important role in substance abuse because mood and anxiety disorders are shown to be predictors for substance abuse (Swendsen et al., 2010), and these may relate to the lingering effects of historical trauma. Oppressive assimilation policies and acculturation issues also have been indicated as predictors for substance use among American Indians (Kulis et al., 2006). In addition, adverse childhood experiences (ACEs) have been identified as risk factors for substance abuse, and studies on American Indian youth show that they are more likely to report at least one ACE compared to Caucasian youth (Brockie et al., 2015). Thus, American Indians have several higher risk factors for substance abuse.

On January 4, 2016, the FBICC, in response to the “rapid and continuous increase” of illegal substance use and abuse on the Fort Belknap reservation, issued a formal resolution declaring a “State of Emergency for the Communities, Families, and Children of the Fort Belknap Indian Reservation Related to Methamphetamine and Other Dangerous Drugs.” In issuing this declaration, the FBICC stated that the use, abuse, manufacturing and trafficking of illegal substances, including methamphetamine, prescription medications and heroin, had reached “epidemic proportions” on the reservation. The resolution identifies a number of negative impacts created by this crisis, including babies born with addiction issues, child abuse and neglect, violent crime and property theft, domestic violence, environmental hazards, contaminated housing, and culturally inappropriate and destructive behaviors. A copy of the declaration is presented in Supporting Document 2.

In 2018, the organizers of what would become the Fort Belknap Substance Abuse Community Coalition administered a free-response questionnaire to community stakeholders asking respondents to share their perceptions regarding the community’s substance abuse crisis. In their responses, all participants indicated a high level of concern about this issue, with some feeling overwhelmed by the problem. Participants felt that they were losing the next generation. Participants stated that theft, child abuse, sexual abuse, and domestic violence were increasing, and they worried about unsafe neighborhoods for their children to play in since drug paraphernalia, such as needles, were frequently present. Medical patients worry about getting robbed of their medications outside office buildings. Questionnaire responses also identified numerous issues that were impacting families. Parents may struggle with addiction, resulting in children going into foster care or becoming users themselves. In schools, these children often had high absenteeism, lower grades, and more behavioral problems. Suicides and overdoses were also noted as significant impacts.

Participants stated various causes for the increase in substance abuse. They noted a poor economy with few jobs and high levels of poverty. Several participants working with youth expressed concern about the lack of youth programs to help provide safe spaces for youth and promote drug-free lifestyles. Participants also

emphasized the impact of historical trauma on American Indian people and how it can contribute to mental health issues, such as depression and PTSD. Generational drug use was also seen as a contributor.

Participants suggested several potential approaches to Fort Belknap's substance abuse problem. A key theme in responses was establishing a community-level effort that included many stakeholder organizations, local community members, and centralized services. These ideas led to the formation of the Fort Belknap Substance Abuse Community Coalition. The project described in this proposal will directly contribute to this community-wide effort to address Fort Belknap's substance abuse crisis by providing information resources, educational programming, and outreach activities that will build awareness, knowledge, and self-efficacy among community members in the areas of substance abuse prevention and treatment.

The project will be administered by the Aaniiih Nakoda College Library (ANCL). The library serves as the public library for the Fort Belknap reservation, as well as the academic library for Aaniiih Nakoda College (ANC). Its mission is to provide library resources and services to all residents of, and visitors to, the Fort Belknap Indian Reservation and surrounding communities and to support the educational mission of ANC. The library has been in continuous operation since 1984 and is located at Fort Belknap Agency. The current library facility, known as the "Book Lodge" (Niyáacóóíiin?ó in Aaniinen, Yawa Tibi in Nakoda), was built in 2008 and covers 2,850 square-feet. The space contains the main reading room which houses the collections, computers and study carrels; a multi-purpose room where library activities and library-related instruction take place; and the library director's office. The library houses approximately 10,000 volumes covering a full spectrum of subject areas, from children's literature to analytical chemistry. Library holdings also include a variety of materials in other formats, including periodicals, newspapers, videos, computer software and online databases. Patrons have access to fifteen computers with internet access and a networked printer. Information resources not physically housed at the library are available through interlibrary loan and online subscription databases providing access to periodical literature and various reference sources. ANCL is a member of the Montana Shared Catalog, sharing records and materials with over 150 other libraries across the state. The library is regularly open 48 hours per week, and the library catalog and many other resources are available 24/7 through the library's website (<http://www.ancollege.edu/library>). ANCL offers a range of programming, including information literacy instruction, children's reading time and cultural craft activities. The annual circulation for books and videos is approximately 1,000 with just over 300 current registered users. There is a monthly average of over 900 (duplicated count) computer users.

The purpose of the proposed project is to promote lifelong learning among Fort Belknap residents that will equip them with the awareness, knowledge and self-efficacy needed to address the reservation's substance abuse crisis. As a public library, the ANCL is uniquely positioned to carry out this project and fulfill its stated purpose. According to Skip Prichard, President and CEO of Online Computer Library Center (OCLC), "Public libraries are the cornerstones of many communities and are often seen as safe spaces. Library staff are finding themselves on the front lines of this (opioid and substance abuse) issue" (ALA, 2018). The ANCL will provide this "safe space" by providing a place where community members can talk about substance abuse issues without shame or stigmatization; where they can learn about substance abuse disorders as medical diseases, rather than character defects; where they can gain knowledge of the causes and contributing factors of substance abuse, as well as the resources available to combat these forces; where they can participate in traditional Aaniiih and Nakoda activities that promote positive self-identity and self-efficacy; and where they can develop home-grown strategies to address the local substance abuse epidemic and create a healthier community. Through this project the ANCL will bring together the people, information and ideas that will help the Fort Belknap community address the current substance abuse crisis in an effective, integrated and culturally responsive manner.

ANCL staff have used several forms of assessment to identify project goals and outcomes, as well as to design the most effective delivery strategies for achieving these goals and outcomes. The FBICC's 2016 declaration of a state of emergency regarding substance abuse clearly identifies this issue among the highest priorities of the Fort Belknap community. This priority is reflected in the FBICC's current Comprehensive Economic Development Strategic Plan. Goal 10 of the strategic plan focuses on promoting community health

and improving the quality of life, with Objective A specifically identifying the need for greater collaboration among tribal programs to address substance abuse and addiction issues (FBIC, 2017).

Results from the 2018 free-response questionnaire reiterate the FBICC's concerns and provide additional details about community members' perceptions of the extent, causes and impacts of substance abuse on the reservation, as well their ideas for addressing this crisis. ANCL staff have identified several key ideas discussed in questionnaire responses, including impacts on families, historical trauma, and access to local services, and incorporated these topics into the project's educational programming and outreach activities. ANCL has followed up with members of the Substance Abuse Community Coalition to identify ways that the library can best support and promote the coalition's efforts, and project strategies reflect close coordination among library staff and coalition members.

Data gathered from the ANCL's 2015 community survey have provided the basis for developing the project design, as well as several key implementation strategies. For example, over 52 percent of all survey respondents indicated that they would like to see the ANCL offer more outreach programs. Among respondents who identified themselves as library non-users, this percentage was even higher (56%). The survey also provided opportunities to respond to open-ended questions where individuals could identify specific topics of interest. Among library non-users, the most frequent response was Native language and culture (13%). Results from all respondents were similar, with this topic being mentioned with the greatest frequency (10%). Other results of note included those from respondents (users and non-users) who wanted to see the library offer more youth programming (13%) and more outreach to residents of the southern end of the reservation (13% among non-users and 9% among all respondents). When community members were asked to identify what they believe should be the library's highest priority in the future, their number one response was youth programming (20%), followed by Native language and culture (10%), and outreach to the southern end of the reservation (10%).

ANCL staff, in consultation with community partners, have used these assessment data to develop an Educational Programming project that will address community needs related to substance abuse through activities that respond to the community's requests for additional library outreach programs. Specifically, expanded outreach programming will target reservation youth, increase outreach efforts on the southern end of the reservation, and include a strong emphasis on Aaniiih and Nakoda language and culture. This latter component relates directly to the topic of substance abuse. Tribal communities have rich histories of cultural healing methods that, although neglected in academic research, may serve as an effective asset for addressing substance abuse with these populations (Arroyo et al., 2012). Some studies show a promising connection between higher levels of cultural engagement and lower levels of substance abuse (Jiwa et al., 2008). Thus, cultural knowledge and practices can make a valuable contribution to efforts to combat substance abuse.

By focusing on community priorities and developing delivery strategies responsive to community needs, the ANCL has designed an innovative community education program that will promote lifelong learning among all residents of the Fort Belknap reservation. Monthly educational programs and outreach activities will provide community members, including youth and residents of Hays and Lodgepole, with the awareness, knowledge and self-efficacy that will strengthen their efforts to address the local substance abuse crisis and enact effective, culturally responsive prevention and treatment strategies. At the same time, educational programming and outreach activities will encourage community members to seek out and use the ANCL's expanded holdings related to substance abuse and addiction, as well as their prevention and treatment.

## **II. Project Design**

The goal of this project is to promote lifelong learning among local residents of all ages through a series of educational programs and outreach activities that address the substance abuse crisis currently facing the Fort Belknap Indian Reservation. Monthly events will alternate between local speakers addressing specific aspects of substance abuse, prevention and/or treatment, and hands-on teaching/learning activities featuring Aaniiih and Nakoda language and lifeways. Outreach programs will be planned, implemented and evaluated in cooperation with a network of community partners and delivered in all three reservation communities (Fort Belknap Agency, Hays and Lodgepole), with special emphasis placed on youth. As a result of these activities, the project will achieve measurable outcomes related to (1) increased community awareness of, and participation in,

library-sponsored outreach programming; (2) increased community interest in, and knowledge of, program-specific subject matter related to substance abuse and Aaniiih and Nakoda culture; (3) increased community use of library resources associated with featured topics; and (4) increased sense of self-efficacy among reservation youth. In order to achieve this project goal and associated outcomes, the ANCL Director, in cooperation with community partners, has developed the integrated project work plan described in the remainder of this section.

Preliminary plans for the project’s programs and activities focus on topics of identified community interest related to substance abuse, treatment and/or prevention and Aaniiih and Nakoda culture. Evening programs and activities will be held monthly in Fort Belknap Agency, Hays and Lodgepole. At Fort Belknap Agency, programs will take place in the ANCL Multi-purpose Room. In Hays, they will take place at the Kills at Night Community Center, and in Lodgepole they will occur at the Enemy Killer Community Center. Table 1 identifies tentative program topics and presenters. During the first three months of the project, project personnel will finalize this list and meet with presenters to plan program publicity, delivery and evaluation. Programs will begin in January 2020 and take place every month for the remainder of the two-year project period.

**Table 1 – Tentative Program Schedule**

Month	Year One		Year Two	
	Program Topic	Program Presenter	Program Topic	Program Presenter
October	None (Planning)	None (Planning)	Outreach activity: Harvest food preparation	USDA Extension, Federally Recognized Tribal Extension Program (FRTEP) (Liz Werk)
November	None (Planning)	None (Planning)	Education Program: Tribal opioid response	Fort Belknap Tribal Health Department (Bonita Ball)
December	None (Planning)	None (Planning)	Outreach activity: Natural wreaths and holiday celebrations	USDA Extension, FRTEP (Liz Werk)
January	Education Program: State of the current crisis	Fort Belknap Tribal Health Education (Katrese Hammond)	Education Program: Health impacts of addiction	Indian Health Service Nutritionist (Val Ricker)
February	Outreach Activity: Beading	Cynthia Heppner	Outreach activity: Buckskin bags	Buster Moore
March	Education Program: The nature of addiction	Fort Belknap Chemical Dependency Center (Jill Harris)	Education Program: Recognizing signs of addiction	Blaine County Health Department (Jana Nordboe)
April	Outreach activity: Quillwork	Ang LongFox	Outreach activity: Garden preparation	USDA Extension, FRTEP (Liz Werk)
May	Education Program: Our community’s response	Ft. Belknap Substance Abuse Community Coalition (Dr. Kerri Patrick Wertz)	Education Program: Reaching out to our youth	Fort Belknap Tribal Health Education (Katrese Hammond)
June	Outreach activity: Ribbon skirts	White Clay Language Immersion School (Bonnie Bentley)	Outreach activity: Ribbon shirts	White Clay Language Immersion School (Bonnie Bentley)
July	Education Program: Addiction and crime	Fort Belknap Law Enforcement (Josh TurnsPlenty)	Education Program: Getting help, a guide to local resources	Ft. Belknap Chemical Dependency Center (Irma Skunkcap)

August	Outreach activity: Braiding sweetgrass	Dan Williams	Outreach activity: Hand drums	Buster Moore
September	Education Program: Prevention efforts in local schools	Harlem High School counselor/administrator (James Hodgson)	Education Program: Community-based plan to combat substance abuse	Ft. Belknap Substance Abuse Community Coalition (Dr. Kerri Patrick Wertz)

All programs will be free and open to community members of all ages, and targeted outreach efforts will be employed to reach elementary and secondary school students and their parents. Educational presentations with guest speakers will alternate with culturally based, hands-on learning activities on a monthly basis. At the end of the project, a nationally recognized presenter or inspirational speaker will be invited to perform in each of the three communities. Regardless of subject matter or event format, all programs will be engaging and interactive, with ample opportunities for participants to share their concerns and ideas in a safe and supportive environment. All programs will include multiple assessments related to project performance outcomes.

To improve access to library holdings for residents of Hays and Lodgepole, the project will provide informal bookmobile services to communities located on the southern end of the reservation. The project coordinator will provide bookmobile services in conjunction with monthly outreach programs scheduled for Hays and Lodgepole. Bookmobile services will feature library holdings specifically related to recent and upcoming program topics, as well as titles of general interest to community members of all ages. Residents of Hays and Lodgepole will be able to check out and return library materials during these events. By providing these services, the project will improve access to library resources and encourage increased use of library materials among Fort Belknap residents living on the remote southern end of the reservation.

Finally, the project will build library capacity to provide information and services related to substance abuse, prevention and treatment by contracting the services of a licensed mental health professional to provide consultation related to project programming and staff development. The contractor will meet with project staff each month to discuss programming issues, suggest alternative solutions to unanticipated problems, and train staff to address unexpected situations they may encounter in project delivery that are outside the scope of typical library services. Hillary Maxwell, LCSW, will serve as the project’s programming and staff development consultant. Her resume is presented in Attachment 9. Attachment 5 presents the Schedule of Completion for each of the project’s key activities.

The ANCL Director, Eva English, will serve as project director and be responsible for overseeing the successful completion of all project activities. Ms. English has 32 years of library experience (26 of those as library director of the ANCL) and earned her M.A. in Library and Information Science from the University of Missouri-Columbia. As project director, she will devote 10 percent of her time (4 hours per week) to managing project activities, planning education and outreach programs, interacting with project partners, supervising the project coordinator, managing project finances, coordinating data collection and evaluation, preparing reports, and disseminating project results. See Attachment 9 for a copy of the project director’s resume. Immediately upon notification of funding, the ANCL will recruit and hire a full-time project coordinator who will be responsible for the day-to-day implementation of the project. The project coordinator will work directly under the project director’s supervision. He/She will participate in all planning and publicity activities, coordinate program delivery, assist library patrons (on-site and off-site), gather and compile evaluation data, maintain project records, organize bookmobile services, and perform other project-related tasks as assigned.

The success of this project depends on the active participation of numerous community partners. These partners represent a range of health professionals, social service providers, educational entities, community stakeholders, and federal, state and tribal agencies, including the Fort Belknap Substance Abuse Community Coalition, Aaniiih Nakoda College, White Clay Immersion School, USDA Extension, Indian Health Service, Fort Belknap Tribal Health, Fort Belknap Chemical Dependency Center, Blaine County Health Department, Aaniiih and Nakoda elders and traditional knowledge keepers, and public schools in Harlem and Hays/Lodgepole. Project partners will assist in planning, developing, publicizing and delivering the project’s outreach programs, and they will present educational programs and provide instruction in their specific field(s)

of expertise. They also will serve as members of the project's advisory board, which will meet on a semi-annual basis and play a key role in project planning and evaluation. Together, these project partners offer a wealth of expertise that will be used to develop and deliver relevant and innovative programming that supports the project goal and associated outcomes. See Supporting Document 3 for letters of support from project partners.

Project design is based on extensive preliminary planning efforts. Its content and methods of delivery reflect community priorities articulated in tribal declarations and planning documents and are guided by results from questionnaires and needs assessment surveys conducted by community coalition leaders and library staff. Suggestions and ideas from partner organizations and agencies have also informed project planning and design. Project personnel have used information gathered from these various sources to develop goals, activities and outcomes that address the identified needs and interests of the Fort Belknap community. The effectiveness of this model will be measured in terms of its success in achieving identified project outcomes.

### **III. Impact**

The goal of this project is to promote lifelong learning among local residents of all ages through an integrated series of educational programs and outreach activities that address the substance abuse crisis currently facing the Fort Belknap Indian Reservation. By accomplishing this goal, the project will achieve measurable outcomes related to participants' knowledge, attitudes and behaviors. Specifically, participants will gain **knowledge** about (1) substance abuse, prevention and treatment; (2) community resources and services available to address the local substance abuse crisis; and (3) library programs and materials. Participants also will change their **attitudes** about these issues, resources, services and materials, as demonstrated through self-reported increases in awareness and interest. Finally, participants will change their **behaviors**, as measured in terms of program participation, library usage, and self-reported use of available prevention/treatment services.

Project personnel have consolidated these outcomes related to changes in participant knowledge, attitudes and behaviors into four project-specific outcomes: (1) increased community awareness of, and participation in, library-sponsored outreach programming; (2) increased community interest in, and knowledge of, program-specific subject matter related to substance abuse and Aaniiih and Nakoda culture; (3) increased community use of library resources associated with topics featured in education programs and outreach activities; and (4) increased sense of self-efficacy among reservation youth. These project-specific outcomes align with several IMLS performance measures related to the Agency-Level Goal of "Promoting Lifelong Learning." Success in achieving performance measures for this goal will be evaluated in terms of increased understanding of, interest in, and self-confidence in applying, program subject matter, using the indicators provided in the Native American Library Services Enhancement Grants – FY19 Notice of Funding Opportunity.

The ANCL library director has developed a project evaluation plan that identifies how data associated with these learning outcomes will be gathered and used to inform ongoing project monitoring and to assess overall project performance. Methods of gathering evaluation data will include: (1) pre- and post-tests used to assess changes in participants' content knowledge and awareness; (2) rapid assessments of participant-created artifacts using simple rubrics to assess changes in participants' content knowledge; (3) exit surveys used to assess changes in participants' understanding and interest, including specific questions targeting youth; (4) program attendance records used to assess changes in levels of interest and participation among the community in general, as well as geographic sub-groups and youth; and (5) circulation records and patron data used to assess changes in participants' behaviors related to usage of library resources, specifically those related to program topics. To ensure the reliability and usefulness of outcome data collection, the project director will gather pre- and post-test data (when applicable), rapid assessment data (when applicable), exit survey data, and attendance data at each event. Circulation and usage data will be compiled annually. In Table 2, each of these outcomes is re-stated, along with the indicators and targets of achievement that will be used to measure success.

**Table 2 – Performance Outcomes, Indicators and Targets of Achievement**

<b>Outcomes</b>	<b>Performance Indicators</b>	<b>Targets of Achievement</b>
(1) Increase community awareness of, and participation in, library-sponsored outreach programming	*Results of participant exit survey questions regarding knowledge of ANCL outreach programming *Program attendance records	*75% of respondents will report increased knowledge of ANCL outreach programming on exit surveys. *Program attendance will increase by 25% during the second year of the project.
(2) Increase community interest in, and knowledge of, relevant content related to substance abuse and Aaniiih and Nakoda culture	*Results of participant exit survey questions regarding interest in, and knowledge of, program subject matter *Results of participant pre- and post-tests on program-specific subject matter, including availability of local support services *Results of rapid assessments using rubrics to assess artifacts created by participants during outreach activities	*75% of respondents will report increased interest in, and knowledge of, program subject matter on exit surveys.  *75% of participants will demonstrate increased knowledge of program-specific subject matter, including availability of local support services. *75% of participants will create artifacts during outreach programs that demonstrate “good” or better knowledge of program subject matter.
(3) Increase community use of library resources associated with topics featured in education programs and outreach activities	*ANCL circulation data  *ANCL user registration data  *Circulation records for program-related library holdings	*Annual circulation data will increase by at least 5% during each year of the project. *The number of registered users will increase by at least 5% during each year of the project. *Circulation data will increase by 10% for library holdings related to topics featured in education programs and outreach activities.
(4) Increase sense of self-efficacy among reservation youth	*Results of participant pre- and post-test questions for youth regarding self-confidence in making healthy lifestyle choices *Results of participant pre- and post-test questions for youth regarding use of local services to combat substance use	*75% of youth will report self-confidence in their ability to make healthy lifestyle choices regarding substance use and abuse.  *75% of youth will report use of (or willingness to use) local services available to combat substance abuse (e.g., counseling, support groups, cultural activities).

These quantitative and qualitative outcome data will play an important role in the project’s formative, annual and summative evaluation processes. Formative evaluation will occur throughout the project period through monthly data collection and semi-annual review by the project’s advisory board. As part of their semi-annual meetings, advisory board members will evaluate the project’s progress in carrying out project activities in a timely, effective and efficient manner (process-oriented evaluation), as well as its success in achieving the project’s identified goal and associated outcomes (performance-oriented evaluation). The advisory board will use this information to identify successes and challenges related to project implementation, assess project effectiveness in achieving its goal and associated outcomes, develop strategies for responding to unforeseen obstacles and/or opportunities, and initiate corrective actions that will lead to continuous project improvement.

Annual and summative evaluations will occur at the end of each budget period. The project’s external evaluator will conduct these evaluations, which will focus on the project’s success in achieving its goal and associated outcomes. During annual evaluation visits, the evaluator will audit project files, review project data, meet with advisory board members, attend one outreach program, and interview project partners and program



participants. Based on her/his findings, the evaluator will prepare annual (Year One) and summative (Year Two) evaluation reports. These reports will document project accomplishments, highlight successes and challenges, and make recommendations to improve project performance and to guide future planning efforts.

#### **IV. Communication Plan**

The communication plan is designed to share project activities and results with local, state and national audiences. Locally, project personnel will publicize outreach programs through press releases in local newspapers (*Blaine County Journal* and *Phillips County News*) and through public service announcements on KGVA public radio, which is operated by ANC. Education and outreach programs also will be publicized through a variety of electronic media, including the library's and partners' websites and Facebook pages. Project personnel will post flyers in key locations across the reservation and work with project partners to ensure that information about upcoming events is broadly disseminated. Semi-annual advisory board meetings will provide outstanding opportunities to share project results with key local constituencies and invite feedback and suggestions from important community stakeholders. The library director will present annual and final project reports to the FBICC and President of ANC. She also will present project results during ANC staff meetings and write two newspaper articles highlighting project achievements.

As an active participant in several professional organizations, the library director has a variety of avenues through which she can communicate project results at the state and national levels. She belongs to the American Library Association; Association of Tribal Archives, Libraries and Museums (ATALM); Montana Library Association; Montana Indian Tribal Library Group and the Tribal College and University Library Association. Annual meetings, newsletters and listservs of these organizations provide ideal forums for her to share project results with peers across the state of Montana, its seven Indian reservations, and tribal libraries across the U.S. and Canada. During each year of the project, the library director will attend the Tribal College Librarians Professional Development Institute and the annual ATALM conference. These gatherings provide opportunities for the library director to disseminate project results, discuss challenges and opportunities with her peers, and gather new ideas through formal presentations and informal networking.

#### **V. Sustainability**

The proposed project establishes a foundation for effective community outreach programming that can be sustained beyond the initial grant period. By the end of the project, library-sponsored outreach programs will have become a regular part of each community's informal education offerings. Partnerships forged through the project will continue to provide a deep pool of resources, including topical experts and guest presenters, as well as strong community connections among a wide range of constituencies and stakeholders. The cooperative support of ANCL programming by the FBICC and ANC is well-established and will continue to provide a stable administrative framework for future outreach efforts. With this foundation in place, the ANCL will be able to continue offering outreach programs that address community interests and needs for years to come.

Similarly, expanded library collections will continue to have a lasting impact by improving library users' access to information resources. Informal bookmobile services to Hays and Lodgepole will continue through the coordinated efforts of project partners.

During the second year of the project, the library director will work with advisory board members to develop a continuation plan. In some cases, key project activities and resources can be maintained beyond the two-year project period at little or no additional expense to the library. In cases where additional funding is required, the library director and her advisory board will identify strategies for pursuing and securing the funds needed to continue providing these programs and services in the future.

## Schedule of Completion Year 1

October 1, 2019 - September 30, 2020	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	
Initial planning of programs, publicity, and evaluation													
Education Program (Agency, Hays, Lodgepole)				★		★		★		★		★	
Outreach Activity (Agency, Hays, Lodgepole)					★		★		★		★		
Conducting informal bookmobile service				★	★	★	★	★	★	★	★	★	
Gathering evaluation data				★	★	★	★	★	★	★	★	★	
Expanding library holdings													
Advisory board meetings (review and evaluate findings)	★						★						
Communicating activities and results													
External project evaluation													
ATALM conference												★	

