

**Institute of Museum and Library Services (IMLS)
FY 2024 Native American Library Services Enhancement Grants
Pyramid Lake Paiute Tribe Organizational Profile**

Pyramid Lake Paiute Tribe Mission Statement

The Pyramid Lake Paiute Tribe’s mission statement was approved on January 18, 2008, by the Tribal Council, see Attachment 1 – Tribal Council meeting minutes. The mission states,

“The Pyramid Lake Paiute Tribal Council is dedicated to creating a respectful environment that inspires values; protects and preserves our cultural and traditional heritage; supports Tribal self-sufficiency; promotes emotional and spiritual wellness; and encourages innovation and positive leadership. We aspire to achieve through trusted cooperation, coordination, and collaboration with local, regional, and national communities, and with individuals and organizations who aim to achieve similar goals of the Tribe and its community.”

Services Area

The project service area is the Pyramid Lake Reservation (Reservation) in northwestern Nevada, 35 miles from Sparks/Reno metropolitan area. The Reservation is home to the Pyramid Lake Paiute Tribe (Tribe), a proud people whose connection to the 742 square miles of its reservation and the spirit of the land and Pyramid Lake is renowned throughout Nevada and Indian Country. The Tribe has 2,999 enrolled members, of which approximately 1,360 live on the reservation in the three communities of Nixon, Sutcliffe, and Wadsworth.

The 2022 Census estimated the total population of the Reservation at 1,531 individuals. The most populated community of the Reservation is Wadsworth followed by Nixon, then Sutcliffe at Pyramid Lake. The population in 2018, or pre-pandemic, was estimated at 1,499 totaling a 2.1% growth rate from 2018 to 2022 or post-pandemic. In 2023, the Tribe conducted a comprehensive community needs assessment to identify post-pandemic needs on the Reservation. The assessment describes the Tribe’s socio-demographic data of an overall aging population with slightly lower educational attainment levels, and high disability rates compared to surrounding communities. The economic trends report high unemployment rates and relatively low-income levels, including median household income, median family income, and per capita income. All income measures of the Pyramid Lake Paiute Reservation significantly trail behind surrounding communities and the national averages and the rate of people living on the Reservation below the poverty level is significantly higher than surrounding communities.

Organization History & the Library

The Tribe is a federally recognized tribe organized under Section 16 of the Indian Reorganization Act. The Tribe operates under a constitution-based government and the governing body of the Tribe is the elected Pyramid Lake Paiute Tribal Council consisting of a Chairman, Vice Chairman, and eight Council members. The Constitution and Bylaws of the Tribe were adopted on December 14, 1935, and approved by the U.S. Department of Interior, Office of Indian Affairs, on January 15, 1936.

The Library is in Nixon and encompasses approximately 2,500 square feet. It is near other community resources such as the Nixon Gym and other spots where local youth and residents gather. The library has been operating for 20+ years with a growing collection. The library has focused on growing its Native American section with various topics including Ethnobotany, Native language material, Traditional crafts, Nevada and California tribal history, Traditional stories, and Great Basin archival resources. Library staff includes one full-time Librarian and one Aide. The Library is open Monday – Thursday 8:00-4:30 PM, with hours adjusted for evening activities. On average, the Library serves approximately 30 people a month.

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NARRATIVE

The Pyramid Lake Paiute Tribe (Tribe), is requesting \$146,251 for two years from the IMLS Native American Library Services Enhancement Grant program. The funding will be utilized to meet the IMLS Goals/Objectives 1.1, 1.2, and 2.1:

- Objective 1.1: Advance shared knowledge and learning opportunities for all.
- Objective 1.2: Support the training and professional development of the museum and library workforce.
- Objective 2.1: Promote inclusive engagement across diverse audiences.

The Pyramid Lake Paiute Tribe's Community Library (Library) is a vital community resource supporting the preservation and revitalization of our Paiute culture and Paiute language, as well as the overall social, educational, and economic well-being of tribal residents. The Library offers free WIFI, computer stations, with broadband access, to enable Tribal residents of all ages to conduct research, complete homework assignments, enhance their job skills, or conduct job searches, among other functions. The Library offers free printing, 1,979 books written by or about Native Americans, magazines, favorite Native American DVD titles, Paiute language books and audio, a children's reading area, and native craft classes focusing on beadwork, weaving, buckskin work, and lately, classes on gardening and food sovereignty.

Project Justification

The Tribe is applying for funding through the Native American Library Services Enhancement Grant that will serve and benefit the residents and Tribal members of the Pyramid Lake Paiute Reservation (Reservation), also known as the Kooyooe Tukadu (fish eater) Band of Northern Paiutes. The 2020 Census estimated the total population of the Reservation at 1,531 individuals and the most populated community of the Reservation was Wadsworth at the south end of the Reservation, followed by Nixon, then Sutcliffe at Pyramid Lake. The population in 2018, or pre-pandemic, was estimated at 1,499 totaling a 2.1% growth rate from 2018 to 2022 or post-pandemic. In 2023, the Tribe conducted a comprehensive community needs assessment to identify post-pandemic needs on the Reservation. The assessment describes the Tribe's socio-demographic data of an overall aging population with slightly lower educational attainment levels, and high disability rates compared to neighboring communities. The economic trends report high unemployment rates and relatively low-income levels, including median household income, median family income, and per capita income. All income measures of the Reservation significantly trail behind surrounding communities and the national averages. The rate of people living on the Reservation below the poverty level is significantly higher than surrounding communities.

The assessment included a community survey and community meetings where participants were asked to rate the reasons residents/Tribal members lived on the Reservation. Survey respondents noted existing geography, cultural education, access to art and language programs, family ties, overall personal convenience, and even low taxes. Community meeting participants expressed their support and desire to see existing and new programs, resources, and services expanded and created that serve the needs of youth and families with young children. These types of programs, resources, and services included infrastructure improvements needed at several of the public-school buildings located throughout the Reservation as well as for afterschool programs, expanded library services, and cultural heritage programs that teach youth about the Pyramid Lake Paiute Reservation's history and the history and language of its people. Specific education-related opportunities identified by community meeting participants included development of trade schools focused on trade school certifications, developing and providing additional

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adult education related services (GED, HiSET, etc.), language programs, youth mentorship and outreach programs, and even cultural education activities. In addition to developing new professional development, credentialing, and skill-based training programs, community meeting participants noted the importance of incorporating the community’s unique cultural heritage and history into both informal and formal educational efforts, including language courses and courses focused on the community’s ancestral history. Tribal Council Members also expressed their desire to provide elders and seniors with meaningful opportunities to remain a part of the community through the development of opportunities for elders and seniors to engage with younger generations, either through informal cultural educational and language programming to providing opportunities to elders and seniors to volunteer in their community.

Per the 2022 US Census, the largest educational attainment levels for individuals aged 25 years of age or older for the entire Reservation were High School Graduate, Equivalency. Both the State of Nevada and the United States educational attainment for individuals aged 25 years of age and older were also High School Graduate, Equivalency; however, the State and U.S. had higher rates of bachelor’s degree attainment. Individuals who live on the Reservation are competing with more educated competition for employment.

The Community Library benefits children and their families who have been marginalized and low-income. Table 1 presents the percentage of families with children under 18 years whose income in the past 12 months is below the poverty level. Family households with related children aged 5 to 17 years, or school-aged, measure the highest at 31.7%.

Table 1 – Percentage of Families below the Poverty Level with Children under 18 Years Old	
Related children of the Householder under 18 years	27.9%
Related children of the Householder under 5 years	23.0%
Related children to the Householder 5 to 17 years	31.7%

Low levels of household income and living below the poverty level present barriers to children from participating in scholastic and extracurricular activities. Participating in these activities adds financial strain on families by increasing transportation costs, supplies, equipment, apparel, and registration costs. Many scholastic and extracurricular activities require reliable transportation from 15 miles to over 100 miles.

Income disparities on the Pyramid Lake Paiute Reservation have existed for many decades. Despite relatively strong overall economic recovery and economic growth from the pandemic throughout most of the northwestern Nevada region, the Pyramid Lake Paiute Reservation continues to struggle to recover and provide adequate programs and services that would result in a healthy uptick in economic measures. The Reservation’s Median Household Income is \$46,688, the Median Family Income is \$57,500, and the Per Capita Income is \$22,170 in comparison to \$65,686, \$78,456, and \$43,621 respectively for the state of Nevada and \$69,021, \$85,028, and \$37,638 for the United States. Furthermore, the percentage of families and people whose income in the past 12 months is below the poverty level is 18%. This percentage increases to 38.1% when families have children under 18 years old and further increases to 66.1% when the household is a female household with children of the householder are under 18 years old.

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The Kooyoee Tukadu language is at risk of disappearing. Table 2 represents the number of Tribal members who are fluent Kooyoee Tukadu language speakers over the last twenty years. The last reservation-wide survey measuring Kooyoee Tukadu language speakers was conducted in 2003. At that time, there were 64 fluent speakers. In 2017, when the Cultural Program/Library Coordinator (Coordinator) was hired, voting records were used to determine the status of the Kooyoee Tukadu speakers and it was determined that the number had been reduced by 50%, with only 34 fluent speakers remaining. In 2021, there were approximately 20 fluent speakers, with most of them being over the age of 75. Within the last couple of years, due to old age and the COVID-19 pandemic, our community has lost many of our fluent speakers, according to the 2019 tribal voters list. A startling realization that culture and language classes must be maintained, improved, and expanded.

Category	2003	2017	2021
Fluent Female, over 62	40	22	12
Fluent Male, over 62	24	12	8
Total	64	34	20

At the current rate of decline, the Kooyoee Tukadu Language could die out within 10 years. We know of one fluent speaker who is in his 40’s and another who is in her 50’s. We also know that many tribal residents are familiar with various words and phrases of the language, but in terms of proficiency, they are far below the level of ‘basic’ and would be unable to hold a conversation with fluent Kooyoee Tukadu speaker. Language instruction is limited. Table 3 lists the groups who benefit from current Kooyoee Tukadu classes and exposure:

Program	# Students	Ages	Length of class	Frequency
Head Start	40	3-5	30 min	2x/week
Day Care	28	3-10	30 min	2x/week
Natchez Elementary	167	5-11	30 min	Weekly
Pyramid Lake High School	100	14-18	45 min	Weekly
Community Classes	15	Various	60 min	Weekly
Summy Day Camp	75	5-13	30 min	4x/week

We believe language and culture are cohesively intertwined and through efforts to regenerate our Kooyoee Tukadu Language among our people it will strengthen our families and communities, our target group, and beneficiaries. The strongest identified tribal language learning resource is our elders, as they are our most fluent speakers, and who will also be our program’s target group and beneficiaries as well. As our elders pass on, they take our language and knowledge with them, we lose their expertise. Their knowledge must be documented using modern technology and the information collected for both current and future generations to further advance shared knowledge and learning opportunities. Language is the foundation of who we are, therefore, it is essential that as a Tribe, we preserve the uniqueness of our culture and teach our northern Paiute language. The Kooyoee Tukadu Band of Northern Paiute, in our earnest effort to preserve its northern Paiute language and culture, established a language program and hired a Cultural Coordinator, bringing ongoing instruction to youth and adults alike. Initial efforts, although important, simply are not enough.

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Project Work Plan

“More than 300 Indigenous languages were once spoken in the United States. But for decades this number has been in constant decline, and, on average, every two weeks an Indigenous language dies.”¹ The importance of preserving our Paiute language and livelihood is our priority and the foundation for the survival of our Paiute language and culture into the future. The purpose of the Kooyooe Tukadu Library Enhancement initiative is to continue the work of sharing knowledge and providing learning opportunities to the community, increasing the capacity of the Pyramid Lake Community Library staff to serve as a resource for the preservation and revival of our languages, traditions, and livelihood for future generations. These two objectives in turn will promote inclusive engagement with our diverse community.

Traditionally, language is learned in the home. Nowadays, with work, school, and the absence of fluent speakers (we have 20 fluent speakers, mostly over the age of 80), Paiute language is taught more often in a classroom setting. Furthermore, since the COVID-19 pandemic educators must be creative and innovative to adapt to the changes brought with such uncertainty, therefore, language teaching has gone virtual. Children, parents, and elders alike needed to adapt to these changes to communicate with their peers and family.

To advance shared knowledge and learning opportunities of the Paiute language, promote lifelong learning, and strengthen community engagement, the Library will consult with Tribal Elders who are fluent in Paiute to assist the Community Library staff in implementing a hand full of community Paiute language classes, culture/craft classes, and develop Paiute Language Legend Books. In addition to advancing shared knowledge and learning opportunities, the program will increase staff and consultant capacity concerning culture, language, and/or library professional development. Table 4 displays the Proposed Project Activities and Anticipated Results of the proposed program activities.

Table 4: Proposed Project Activities and Anticipated Results	
Activities Proposed	Anticipated Results
Advance shared knowledge and learning opportunities for all: <ul style="list-style-type: none"> • Provide weekly Paiute language and discussion groups and classes led by Tribal elders. • Conduct two weekly in-school Paiute language classes for our two childcare centers, the Head Start Program, and the High School students. • Conduct weekly culture/craft classes that will emphasize Tribal customs and subsistence. • Develop Paiute Language Legend Books for children of all ages. • Provide Paiute Language and Culture classes to youth during the Summer Day Camp Program. 	Advance shared knowledge and learning opportunities for all results: <ul style="list-style-type: none"> • Increase the knowledge of Paiute customs, traditional legends, oral traditions, and ethnobotany available for all ages. • Increase the value of Paiute language fluent speakers. • Increase the number of community members of all ages who attend the Paiute language classes. • Increase the number of fluent Paiute language speakers in the community. • Increase Paiute language and culture preservation. • Revive the Paiute language. • Promote access to Library collections.
Professional Development & Training Activities:	Professional Development & Training Results:

¹ <https://library.harvard.edu/about/news/2022-10-06/power-tongue-ways-support-proliferation-indigenous-languages>

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<ul style="list-style-type: none"> Attend at least two Culture or Language professional development trainings or conferences a year, including the required IMLS-designated meetings and the International Conference of Indigenous Archives Libraries and Museums. Provide professional training and travel for the two of the Library’s Paiute language consultants at least twice a year. 	<ul style="list-style-type: none"> Increase the professional knowledge and capacity of each Library staff person. Increase the knowledge of the Library’s Paiute language consultants. Retention of existing staff and attract potential staff persons. Improvement of overall Library operations.
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The Coordinator will be responsible for planning, implementing, monitoring, and evaluating the project. Utilizing quantitative and qualitative data, the director will ensure that established timelines are being met, goals are being achieved, and that the project is on track to be completed within the two-year schedule of completion. Tables 5 and 6 display the program's work plan for Year One and Year Two, with Activities, Milestones, Timeframe, and Responsible Party.

Table 5: Year One Work Plan			
Activity	Milestone	Timeframe	Responsible Party
Community outreach to announce programming	Community outreach strategy is finalized and executed.	Months 1-12	Coordinator and Instructor, and Elders
Develop programming and programming schedules	Programming (e.g., Native language fluency, Academic Support, Workforce Development) is finalized and scheduled.	Months 1-2	Coordinator and Instructor, and Elders.
Collaborate with Elders to develop and deploy an outreach campaign to engage at least 15 traditional knowledge keepers for cultural and language classes.	Outreach strategy complete at least 15 tribal Elders are committed to support.	Month 1-2	Coordinator and Instructor
Research best practices in community driven Indigenous language programming.	Best practices identified and selected for Native Language fluency programming to be led by Tribal elders.	Month 2	Coordinator
Quarterly Progress Report	QPR is prepared and disseminated	Quarterly	Coordinator
Programming	Native Language Fluency, Academic Support, Life-long learning workshops and Workforce Development activities are underway.	Months 3-12	Coordinator, Instructor and Traditional Knowledge Keepers.
Secure Youth personnel.	Youth personnel are recruited, hired, and trained.	Month 10	Coordinator and Instructor,
Stakeholder Survey	Annual Survey is administered.	Month 11	Evaluator
Year End Report	Year end report is completed.	Month 12	Coordinator

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Progress will be monitored throughout the performance period using quarterly progress reports, grant activity reports, and established timelines to ensure forward progress. These progress results will be shared with project stakeholders, including the museum staff, Tribal Council, and IMLS. Project risks include human resources variables such as hiring and turnover. Performance and materials variables include procurement delays, inclement weather, unexpected or increased costs, and unforeseen issues. These risks can be accounted for within the completion schedule by utilizing project management techniques such as compression, phasing, crashing, and fast-tracking.

Table 6 - Year Two Work Plan			
Activity	Milestone	Timeframe	Responsible Party
Programming	Native Language Fluency and Life-long learning workshops.	Months 1-12	Coordinator, Instructor, and Traditional Knowledge Keepers
Review Year One program activities.	Advisory Council reviews Year One progress and makes programmed adjustments based on feedback.	Month 1	Coordinator, Instructor, and Traditional Knowledge Keepers
Review programming and programming schedules.	Programming schedules and activities are revised based on performance feedback as appropriate.	Month 1	Coordinator, Instructor, and Traditional Knowledge Keepers
Community Outreach	Community outreach continues.	Months 1-12	Coordinator, Instructor, and Traditional Knowledge Keepers
Quarterly Progress Report	QPR is prepared and disseminated.	Quarterly	Coordinator
Stakeholder Survey	An annual Survey is Administrated	Month 11	Evaluator
Year End Report	The year-end report is prepared and disseminated.	Month 12	Coordinator

Project Results

The Coordinator will serve as program director, devoting 50% (FTE) of her time towards ensuring the activities are carried out on time, as specified within the designed budget, and in full compliance with funding program requirements. The Coordinator will be supported by the In-School Language Instructor, Elders, community stakeholders, tribal department heads, community partners, adults, and youth.

The traditional knowledge keepers meet at least twice a month and will serve in an advisory capacity, guiding project development, implementation, and sustainment while also receiving performance feedback regularly, and providing suggestions for refining, strengthening, and improving the project approach as appropriate.

To support the overall project purpose, the following goals and objectives will be tracked:

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Goal 1: Increase the fluency of Tribal members in the Kooyoee Tukadu Language.

Objective 1: Within 2 months of the project's start, establish language and cultural programming at the Library to increase language fluency among tribal members.

Goal 2: Increase the cultural and traditional knowledge of Tribal members.

Objective 1: Within 2 months of the project's start, establish cultural programming at the Library to increase cultural and Paiute traditional knowledge among Tribal members.

Goal 3: Increase the cultural and traditional knowledge and capacity of the Library staff members and consultants.

Objective 1: Library staff will consult with Elders who are fluent in the Kooyoee Tukadu language to learn more about the language.

Objective 2: Library staff will research best practices as to how to teach community-driven Indigenous language programming to improve language class instruction.

Objective 3: The Library staff and consultants will attend at least two conferences to improve language and culture class instruction and increase knowledge.

All cultural and language classes will be free to participants and conducted on the Reservation so no participant out-of-pocket costs are required nor do participants need to travel great lengths to attend the community cultural and language classes. By the end of the project period, we are anticipating an increase in community involvement and engagement. Anticipated Outcomes are:

Outcome 1: By the end of year one, at least 60% of tribal members participating in library-based Native Language fluency programs will demonstrate growth towards fluency, as measured through pre- and post-assessments. At least 50% will demonstrate fluency by the end of year two.

Outcome 2: By the end of year one, community members will be engaged and knowledgeable in the cultural crafts of the Kooyoee Tukadu.

The Pyramid Lake Paiute Tribal community members were directly involved in designing the proposed Library Enhancement proposal. Their participation in past workshops and classes has shown their eagerness to learn about their language and culture. Our community is close-knit, so word travels fast, community members offer encouragement and suggest what they are interested in learning. A survey is being developed and disseminated so we can find out what went well and where we need improvement. We collaborate with community partners to help develop recommendations of literature and specific approaches for cultural activities to ensure implementation is a success. Community partners are the Pyramid Lake Elders Program, Tribal Historic Preservation Office (THPO), Pyramid Lake Museum, Johnson O'Malley (JOM) Program, Childcare, Head Start, Natchez Elementary School, and Pyramid Lake High School.

Our activities will support the preservation and perpetuation of our languages and traditional cultural practices. It's important to teach others about tribal culture and history, especially our tribal youth. The Tribe is committed to sustaining the Kooyoee Tukadu language, long before the grant-funded project period and will sustain the program afterward. The requested IMLS funding will support the program's operating costs necessary to achieve

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the desired goals, objectives, and outcomes throughout the grant-funded project period and beyond. After the grant, the Tribe will continue to fund the program, search for new funding opportunities, and is committed to, at a minimum, serving the same number of youth and community members each year. The proposed programming will have powerful and lasting benefits for the Pyramid Lake Paiute Tribal community. Culture and language are the cornerstone of our Paiute livelihood. Knowing who you are and where you come from is an essential part of one's self-esteem, especially for our youth. When you have a positive sense of self, you're proud of your culture and know where you come from, your possibilities are endless.

