

ABSTRACT

Applicant: Lummi Nation

Project Title: *Lummi Road to Reading*

Project Period: November 2010 to October 2012

The Lummi Road to Reading is an early literacy project which leverages proven methods for improving early childhood literacy through its alignment with the Raising A Reader® program, the Early Childhood Education program at Northwest Indian College (NWIC), Lummi Head Start, and Lummi Daycare. The target audience is Lummi community families with children ages birth through five. The Library seeks to be a catalyst for addressing literacy at its earliest stages of development, and to be a proactive agent in collaborating with other Lummi community organizations to help foster the best possible foundation for early childhood literacy.

Community needs this project will address are: supporting the development of early literacy skills in children ages birth through five; increasing children's and parenting materials, events and activities available through the Library; and, increasing learning and instructional opportunities for NWIC's students. Goals include increasing literacy levels through expanded library and outreach programs; increasing parents' participation as partners in their children's early literacy education; the Library becoming a key community resource for provision of early literacy support, and supporting NWIC students in the Early Childhood Education program in their pursuit of higher education by providing relevant and authentic learning and teaching experiences.

In Year One the *Lummi Road to Reading* project will serve tribal members and the tribal community in general by reaching out to at least 50 families with children ages birth through five. The Library will host regular gatherings on the Lummi campus, bringing together best practices from Lummi Head Start reading experiences and the NWIC Early Childhood Education program, and infusing appropriate cultural knowledge and traditions into the overall *Lummi Road to Reading* project. Year One will include numerous Library storytimes, events and activities in addition to the activities included in the Raising A Reader (RAR) program. These gatherings will be a focal point where early literacy and family enrichment will be developed and nourished. In Year Two, service specific to Raising A Reader will be expanded to reach additional families with young children ages birth through five and the additional Library events and activities will continue. The RAR part of the project has the capacity to serve up to 175 families, total, at any one time.

The *Lummi Road To Reading* project is designed such that sustainability will be attained beyond the two-year grant period by having a large number of individuals who will have been trained in and be knowledgeable of all aspects of the programming and through the anticipated continued support of Northwest Indian College and the tribe's collaborators in this grant.

NARRATIVE: “Lummi Road to Reading”**1. Introduction and Assessment of Need****a. Community:**

The Lummi, governed by the Lummi Nation, are a Native American tribe of the Coast Salish ethno linguistic group in western Washington State in the United States. The tribe primarily resides on and around the Lummi Indian Reservation located about 7 miles northwest of Bellingham, WA (pop. 70,000) and 20 miles south of the Canadian border, in western Whatcom County. The reservation has a land area of about 21 square miles which includes the Lummi Peninsula and uninhabited Portage Island.

It is estimated that there are 6,590 people living on the Lummi Reservation. Roughly 2,564 of these individuals are enrolled tribal members, 665 are either related to or living with an enrolled tribal member and 3,361 are not tribal members, nor are they affiliated with the Lummi Nation. As of April 2005 there were 4,219 enrolled Lummi tribal members; 49.6% of these are female and 50.4% are male. The median age of tribal members is 29; 40.8% are 17 or under, 53.8% are 18-64, and 5.3% are 65 or older. Overall, the Lummi Nation population is significantly younger than the state and national population. There are 1,864 homes located on the reservation. Approximately 697 of these have an enrolled Lummi member living in the home; thus, roughly 1,167 homes on the reservation do not house a tribal member. Approximately 78% of the enrolled tribal members live either on or near the reservation boundaries and several more reside within Whatcom County. Enrolled tribal members have an average household size of approximately 4.5 persons (*Lummi Nation Office of Statistics*).

A recent collaborative study conducted by the Lummi Nation and Northern Economics Inc. found that 61% of the adult population (ages 18 – 64) is employed, resulting in a Labor Workforce Participation Rate of 74%. Recent figures place the unemployment rate of Lummi’s workforce at 15.9% as compared to an unemployment rate for Whatcom County in January 2010 of 9.4%. The median monthly income for employed Lummi tribal members is approximately \$2,000. Of all Lummi Indians residing in Whatcom County, 41.7% live at or below the Federal Poverty Level (FPL) and 38.5% live below the FPL regardless of where they reside (*Lummi Nation Community Needs Assessment, 2008*).

The primary employers on the reservation are the Silver Reef Casino, the Lummi Indian Business Council, Northwest Indian College (NWIC) and the Lummi Health Clinic. The other primary form of employment is seasonal fishing. According to the 2000 Census data, educational, health and social services industries comprised the largest employment category for the Lummi Nation (23.4%); followed by manufacturing occupations at about 10.7%; public administration occupations at about 9.5%; arts, entertainment, recreation, accommodation and food services occupations at about 9.3%; and all other areas falling at 8% or below.

Education data cited in the 2008 *Lummi Nation Community Needs Assessment* report indicate that for the adult population (ages 25-64): 15.1% of the enrolled population does not have a high school diploma or a GED; 33.8% has either a high school diploma or a GED; 27.1% has some college experience; 14.9% of the tribal population has either an Associate of Arts or Associate of Science degree; 7.5% of Lummi’s population has a bachelor’s degree; and 1.6% of the population has attained a graduate or professional degree.

The results of a 2004 *Lummi Workforce Survey* indicate that the Lummi Nation compared to other tribes (1) has a significantly lower proportion of non-high school/GED graduates and (2) a higher proportion of high school graduates; and compared to the nation, has (3) a higher proportion of community members who have attempted college programs; and (4) a significantly higher percentage of individuals with Associates degrees. However, the Lummi Nation is not producing the proportion of bachelors and graduate degrees as are other tribes and nationwide. The US as a whole produces a proportion of graduate degrees that is 5.5 times greater than the Lummi Nation.

The primary language spoken by the Lummi population is English. Historically, the indigenous language family in the western coastal US and Canada is Salishan, which has five language branches or subgroups and at least twenty-five languages, one branch of which is Coast Salish. The Coast Salish branch

includes two languages, South Straits Salish and North Straits Salish. North Straits Salish is the dialect continuum that includes the dialect of Lummi.

The Lummi Nation and Northwest Indian College, through its Coast Salish Institute, have focused their efforts in recent years on revitalizing, preserving, and teaching the Lummi language. This is imperative, as the number of speakers continues to diminish. Current efforts include interviews with and recordings of the few remaining Lummi speakers as they engage in conversational dialogue, storytelling, oral histories, cultural knowledge of plant lore, spiritual and cultural practices, and other important aspects of the Lummi culture's heritage. The Lummi are Coast Salish people with a rich history, culture, and traditions. Traditionally, they are fishers, hunters, gatherers, and harvesters of nature's abundance. They see their homeland as a place where they can enjoy an abundant, safe, and healthy life in mind, body, society, environment, space, time, and spirituality.

b. Current role of the library:

The Lummi Library was established as a cultural and educational resource for the Lummi community in 1983, supporting Lummi Community College, now known as Northwest Indian College, the only accredited tribal college in the state of Washington. In November 1984, the Lummi Indian Business Council passed Resolution 84-112 which assigned the former Lummi Community College, now NWIC, the responsibility of developing library services for the reservation. Thus the Library, located on the NWIC campus, became then and continues to serve as both an academic library and a public library. All library staff are College employees. The next nearest county library is located 5 miles from the Lummi reservation in Ferndale, Washington.

The Lummi Library has a broad mission of service to the Lummi community. According to its mission statement, it "...is to support the Northwest Indian College and the Lummi community with research, informational, and recreational resources that enhance lifelong learning." The Library endeavors to provide comprehensive library support for Northwest Indian College, the Lummi Tribal School (K-12), and the Lummi community in general. Native American materials comprise a special library collection.

Current hours and days of operation for the Lummi Library are: Monday – Thursday 8:00 AM – 7:00 pm; Friday 8:00 – 5:00 pm, and; Sunday 11:00 – 6:00 pm. The computer lab housed in the library also is open at these times. The Library's staff is comprised of one professional librarian (the director) and three full-time paraprofessionals. The Library has 1,349 registered patrons and 32,094 items in the collection and has numerous electronic collections and subscription databases. Additional equipment-based services are provided to its patrons, such as video playback and copy, fax and laminating machines. Formal library programming is not being provided at present. Native American materials comprise a special library collection. Reciprocal agreements which confer borrowing privileges to NWIC students and faculty are in effect with Western Washington University, Whatcom Community College, and Bellingham College.

c. Summary of the proposed project:

Both the Lummi Nation community and Northwest Indian College have formally identified the following needs that will be addressed through the *Lummi Road to Reading* project: (1) to support the development of early literacy skills in children ages birth through five; (2) to increase children's and parenting materials, events and activities available through the Library; and (3) to increase learning and instructional opportunities for NWIC's students in early childhood education.

The project name, *The Lummi Road to Reading*, was chosen to reflect a focus on literacy, library utilization, and the project's uniqueness to the Lummi community. This project's multiple components are consistent with the mission of the Lummi Library, previously noted, as well as that of Northwest Indian College: "Through education, NWIC promotes indigenous self-determination and knowledge." It is responsive to identified community needs as well as recommendations that follow from state and national studies specific to early literacy development. Data indicate that major gaps exist between the academic performance of school-age Native American (NA) students and the general population (e.g., *Clearinghouse on Native Teaching and Learning, 2008; Demert, and Towner, 2003; St. Charles and Costantino, 2000*). These gaps are present from the time children start kindergarten and have been attributed to several causes including a lack of culturally relevant curriculum and insufficient early literacy experiences. Also, Native American adults often are not

comfortable in schools or other environments associated with learning and academics, including libraries. This is a factor which can further hinder the academic progress of their children and perpetuate a cycle of underachievement.

The Lummi Road to Reading project will be administered by the Lummi Library in collaboration with Lummi Indian Head Start, reservation childcare programs, the Northwest Indian College Early Childhood Education Program, the NWIC Early Learning Center (NWIC ELC), and the Raising a Reader® program. An Early Literacy Coordinator will be hired to organize and implement a variety of programs and activities as part of this project. Affiliation with the Raising A Reader (RAR) program will be purchased and through this affiliation, this program will be implemented for up to 150 children ages birth through five in our community. It is estimated that approximately 50 children will participate in each year of the program, but materials will be available for up to 150 children over the two years of the grant period and thereafter.

Raising A Reader is an evidence-based early literacy and parent engagement program that has demonstrated it can improve the reading readiness skills of children birth through age five. Raising A Reader rotates bright red bags filled with award-winning books into children's homes on a weekly basis. In the average program a child is exposed to approximately 100 books per year. Local implementers are trained in interactive "read-aloud" techniques that stimulate early brain development and language acquisition. They in turn, train parents and caregivers. The training helps parents and caregivers, even those with limited English proficiency or very low literacy skills, learn how to engage their child by sharing a book. Through the program, families are also connected to their local public library. Raising A Reader currently has 2500 affiliates and is located in 35 states. It offers a demonstrated, scalable, and cost-effective early literacy and parent engagement program for communities that want to invest in the educational success of their youngest children. More than a dozen independent evaluations have shown the success of Raising A Reader. More information about the RAR program is available on the company's website at www.raisingareader.org.

The Early Literacy Coordinator will be responsible for the administration of RAR. In addition to activities associated with implementation of RAR, the Early Literacy Coordinator, in collaboration with others, will plan and provide a number of culturally relevant literacy activities and events for the community, focused on but not exclusive to early literacy development. The Raising a Reader "classes" and the additional literacy events will occur in a variety of locations on the reservation including the Library, Head Start NWIC ELC and other early childhood centers, and in various outdoor settings. Additionally, for our *Lummi Road to Reading* project, parents and caregivers as well as other community members as appropriate will be actively included in the library-sponsored literacy events. Other RAR programs nationwide have found that significantly increased visits to/utilization of the public library by parents and caregivers occur over the period of the program. It is assumed that we will obtain this same result. By focusing the programming on the children and getting the parents/caregivers into the library and other education settings and experiencing firsthand the nonthreatening, culturally relevant and enjoyable learning activities with their children, it is hoped that their comfort levels will increase and their library usage continue.

The specific audience to be served with this Enhancement Grant project is Lummi community families with children ages birth through five. Lummi enrollment data from 2005 indicate there are 261 enrolled tribal members residing on or near the reservation in the birth through five age range, with numerous additional non-enrolled children of these ages residing within the community, as well. Apart from a Head Start program and two other child care programs located within the community, there are few additional educational, cultural or recreational programs available for preschool-age children. The Library endeavors to make a significant contribution in this growing area of need.

While the vast majority of the audience served by the *Lummi Road to Reading* project will be preschool-age children and their families, additional benefits will accrue to NWIC students. NWIC offers an Early Childhood Education Associate of Arts – Transfer Degree. The *Lummi Road to Reading* project will provide field experience opportunities, internships, and Service Learning benefits for students working toward their Early Childhood degree.

The Lummi Nation birthrate is higher than the national average, 21.6 per thousand compared to 14.0 per thousand. Between 2003 and 2007 the Lummi population grew by 8.14%. Reaching out to the Lummi community's children, birth through age five, is critical and has the potential to establish a healthy foundation for future educational success.

d. Assessment results

According to the *Lummi Nation Community Needs Assessment of 2008*, three of the top five community needs for resources and/or programs relate directly to the *Lummi Road to Reading* project: (1) helping children succeed in school; (2) parenting skills; and (3) building family unity. Research in early literacy development has documented convincing evidence that book sharing activities have a significant impact on later reading skills. Engaging in regular book sharing activities also is consistent with effective parenting. And based on these documented findings it seems reasonable to infer that these activities additionally contribute to building family unity.

According to the *Lummi Community Study of 2005*, the vision for Lummi education is for everyone to have access to a quality education that will prepare them to be contributing members of the Lummi Nation. Specific areas of community concern reported in this study are: (a) some programs should make an effort to get entire families involved in their children's education; (b) schooling should support the continuing process of promoting cultural awareness of each child including the respect and understanding of Lummi individuals, family members, and others in the community; and (c) education should not only be directed toward the schooling process, but also toward the parents and home life of the children. Programs that maximize the development of early literacy skills and family involvement such as our proposed *Lummi Road to Reading* project, are foundational in preparing children for educational success.

According to the US Department of Education Statistics of 2006, children whose parents read to them tend to become better readers and perform better in school. Research also has found that strong connections and ties with parents, families, communities, and traditional Native culture positively predict school performance, school retention rates, and emotional well-being (e.g., Cummins, Ireland, Resnick, & Blum, 1999; Hobfoll, Jackson, Hobfoll, Pierce, & Young 2002; Whitbeck, Hoyt, Stubben, & LaFromboise, 2001). And in its report *Developing Early Literacy: Report of the National Early Literacy Panel* (National Center for Family Literacy, 2008), the most definitive study of early literacy research conducted to date, two of the five practices found to significantly enhance early literacy skills included in the present project are (1) shared-reading interventions, and (2) parent and home programs. Other family activities such as telling stories and singing songs also encourage children's acquisition of literacy skills and will be included in the Library's planned literacy activities.

A recent (2010) survey conducted by the Lummi Library was designed to learn whether the provision of early literacy library services was an interest of community members. The survey was distributed to reservation businesses, child care centers, Library patrons, tribal government offices, and the College (approximately 350 individuals). Sixty-one surveys were completed. Those who completed the survey indicated that they had a child in their life who they would like to help become a life-long reader. The following results were obtained: 96% would like more access to high quality, culturally relevant children's books; 100% would like to learn more ways to use books with children; 100% would like to learn more about how children learn; and 100% would be interested in a program that would help parents and other caregivers prepare children from birth through age five to become better readers.

2. Expected Outcomes and Project Goals

a. What we want to achieve with this project

The overall goal is to position the Lummi Library as a key community resource for literacy enhancement opportunities for Lummi children ages birth through five. *The Lummi Road to Reading* project is designed to empower parents, family members and caregivers by increasing their skills and the frequency with which they engage in age-appropriate and effective pre-literacy activities with their preschool-aged child. It is expected to generate increased library usage by bringing in new users and increasing the number of visits of active patrons

and to generate a positive perception among Lummi community members that the Library can be valuable in providing much needed resources for families with young children. Additionally, the planning and implementation of the project will provide relevant learning experiences for NWIC students and enable the project to continue beyond the 2-year funding period. Expected outcomes are as follow:

1. Community members participating in the Raising A Reader program will know how to engage in effective book-sharing activities with their young children upon completion of the program
2. As compared to pre-participation levels, community members participating in the Raising A Reader program will increase the frequency with which they engage in book sharing activities with their children
3. The Lummi Library will increase the number of children's materials available in its collection
4. The Lummi Library will increase the number of parenting materials available in its collection
5. The Lummi Library, in conjunction with the Early Literacy Coordinator, will establish and provide a regular schedule of storytimes
6. The Lummi Library, in conjunction with the Early Literacy Coordinator and the NWIC Early Childhood Education Coordinator, will develop and provide a regular schedule of literacy activities and events for children ages birth through six and their families/caregivers in addition to the schedule of storytimes
7. NWIC Early Childhood Education students will have an increased number of learning opportunities in the area of early literacy development available through direct involvement with the planning and provision of early learning and literacy services and events
8. NWIC students and staff will become proficient at all aspects of the Lummi Road to Reading project over the two year period of its implementation, enabling full implementation to continue once the two-year grant funding period has ended

b. Goals for outcomes

The goal for outcomes 1 and 2 is (a) to increase literacy levels through expanded library and outreach programs and services for children ages birth through six utilizing a proven multi-generational approach to early literacy development and (b) to increase parents' participation as partners in their children's early literacy education and strengthen the bond between parents and children while also strengthening children's early literacy skills.

The goal for outcomes 3-6 is that: The library will become a key community resource for provision of early childhood literacy support by (a) purchase and addition of materials to the collection that are relevant to community families with young children 0-6; (b) establishing a regular schedule of storytimes (c) establishing a regular schedule of family-centered literacy events and activities, and (d) enhancing the development of literacy skills by providing resources and multi-generational activities for our families that will be self-perpetuating and thus impact future generations of children, as well.

The goal for outcomes 7 and 8 is: To support NWIC students in their pursuit of higher education by providing relevant and authentic learning and teaching experiences that benefit their own learning, and the learning of the young children, their families and caregivers.

3. Project Design and Required Resources

Activities and services (outputs), timelines and resources (inputs) for each goal

In accordance with goal #1 (for outcomes 1 and 2)

Programming

- Hire one ¾ time Early Literacy Coordinator by November 1, 2010. This will be an NWIC employee.
- The Early Literacy Coordinator and one Library employee will receive training in the Raising A Reader system by January 15, 2011 (dependent on dates of RAR training) and in turn, through RAR's train the trainer approach, will train student interns, Early Childhood Education program students, employees of our collaborators, and other Library personnel in the system. Additional personnel will continue to receive training in the RAR booksharing ("book cuddling") technique through the duration of the grant and these individuals then provide "training" to community parents and caregivers. The Library

employee will commit approximately 25% of his/her time to assisting the Early Literacy Coordinator and Library patrons in the implementation aspects of RAR (coordinating and exchanging books bags, training parents in the book cuddling technique, etc.) as well as other early literacy events and activities, over the duration of the 2-year grant period. It is anticipated that up to 400 individuals (children, family members, students, staff) will be served through this project.

- Community members will access “classes” or receive instruction in the home to learn about the Raising A Reader book sharing technique and other effective approaches to encourage early literacy development in young children. These trainings for parents will start in January 2011 and continue through the duration of the grant period with the anticipation of being sustained thereafter for as long as the community has an interest.

Goal #2 (for outcomes 3-6): The library will become a key community resource for provision of early childhood literacy support by (a) purchase and addition of materials to the collection that are relevant to community families with young children birth-five; (b) establishing a regular schedule of storytimes (c) establishing a regular schedule of family-centered literacy events and activities and (d) enhancing the development of literacy skills by providing resources and multi-generational activities for our families that will be self-perpetuating and thus impact future generations of children, as well.

Collection Development

- The Library will at least double its present holdings of young children’s materials as well as its holdings of parenting and program provider materials. There are approximately 400 young children’s items and approximately 50 parenting items in the Library’s current holdings. These materials will be purchased over the two-year period of the grant funding.
- “Finding aids” for newly added Library materials will be developed and available for Library patrons. These aids will be developed by library staff and available for use by June 2011.

Programming

- The Early Literacy Coordinator, in conjunction with the Library and the Early Childhood Education Coordinator, will establish a regular monthly schedule of storytimes. This schedule will be developed by December 31, 2010 with storytimes offered in accordance with the schedule as of January 15, 2011. Storytimes will be provided year-round. Personnel involved in the provision of storytime activities include the Early Literacy Coordinator, other Library personnel, Early Childhood Education students and interns, as well as community members. The latter will be included to provide a focus on understanding and appreciation of the cultural practices, beliefs and traditions of the Lummi people through traditional storytelling and related activities. Elders will play an especially important role during storytimes. Additionally, weavers from the community will weave a special rug to be utilized in the Library during storytime. While many of the storytimes will be held at the Library, others will be provided in the community’s early learning programs: Head Start/Early Head Start, Lummi Day Care, and Northwest Indian College’s Early Learning Center. Some materials will be needed for storytimes including books, “big” books, and arts/crafts supplies in support of particular stories and cultural activities.
- The Early Literacy Coordinator, in conjunction with the Library and the NWIC Early Childhood Education Coordinator, will develop and offer regular literacy activities and events for community families. A variety of single activities will be developed and offered on a regular schedule over the duration of the grant funding period. The frequency and duration of events will vary according to school calendars, space availability, etc., and will begin by February 2011 and continue through the duration of the grant funding. It is anticipated these events and activities will continue beyond the grant period, as well. Event activities will include those that parents can use at home to give their young children a strong start in reading. As with the storytimes, cultural stories, practices, beliefs and traditions will be an important component of these literacy activities and tribal elders will constitute an important part of

this programming. These events and activities will occur in a variety of settings including the Lummi Library and early learning programs, in addition to various outdoor locations, weather permitting.

Promotional activities

- Develop fliers and a program brochure to publicize the *Lummi Road to Reading* project throughout the community and on the NWIC website. These will be developed by the Early Literacy Coordinator, Library staff and/or NWIC students.
- Develop posters publicizing the *Lummi Road to Reading* project offerings and place in strategic community locations. These will be developed by the Early Literacy Coordinator, Library staff and/or students.
- Develop program bookmarks for general distribution and develop special program bookmarks for each program participant. These will be developed by the Early Literacy Coordinator, Library staff and/or NWIC students.
- Publish regular articles about the *Lummi Road to Reading* project in the *Squol Quol* (Lummi newspaper). These articles will be written by the Early Literacy Coordinator, NWIC students and staff, and possibly community members.

In accordance with goal #3 (for outcomes 7 and 8)

- Offer two internships in the *Lummi Road to Reading* project per year for NWIC students and provide learning and teaching experiences through the RAR “classes” as well as opportunities to plan and provide storytime and additional literacy events and activities which will meet the field experience requirements for students enrolled in NWIC Communication, Language and Literature course (ECED 220). These students will be supervised by NWIC faculty as well as the Library Director.

It is anticipated that over the two-year period of this project’s development and implementation, sufficient personnel will be trained in the Raising A Reader system and be knowledgeable about the other RAR program components, to sustain it well beyond the Enhancement Grant’s funding period. All of the books required for the program will have been purchased and continue to be available for years into the future. Also, students and College/Library personnel will be able to continue with the provision of storytimes and the additional literacy events and activities with the (minimal) purchase of needed supplies and materials. Although it will require an Early Literacy Coordinator to plan and implement all aspects of the *Lummi Road to Reading* project and it would be ideal to be able to retain this position in the future, it will not be necessary to do so in order for the project to be sustained. One current library paraprofessional position will include responsibility for early literacy activities and events as well as the RAR program. Also, the Early Childhood Education Coordinator is fully committed to providing students to help with delivery of early literacy services. Sustainability will be attained through the large number of individuals who will have been trained in and be knowledgeable of all aspects of the programming and the anticipated continued support of Northwest Indian College and the tribe’s partners in this grant.

4. Evaluation Methods and Dissemination

a. Evaluation Methods

All *Lummi Road to Reading* adult participants will be asked to complete a pre- and post-survey. The pre-survey will provide baseline information to include age of participant, number of children 0-5 in the family, family status of participant (single parent, elder, caregiver, relative, other) and as much as possible an assessment of how many hours are typically spent doing personal reading as well as reading to children, as much as possible the number of reading materials present in the home, and frequency of pre-project library use. Additional data will be collected to provide the following evaluation data:

- Number of caregivers who participate in RAR
- Number of hours of parent and caregiver training provided by each “teacher” via the train the trainers model
- Number of children served by RAR program (e.g., involved in the weekly book/book bag exchanges)

- Changes in the number of children's books in homes
- Changes in the manner in which parents and caregivers share books with young children (i.e., by self-report, utilization of the RAR "book-cuddling" method)
- Number of visits made to the Library over the period of the grant Number of Library materials checked out by *Lummi Road to Reading* participants over the duration of the grant
- Number of participants in storytimes over the period of the grant
- Number of participants in the Library's early literacy activities and events over the duration of the grant
- Number of NWIC students provided learning and instructional opportunities through direct involvement in the various components of the *Lummi Road to Reading* project including ratings of the value assigned to these experiences

The above data will be collected over the two-year course of the project's development and implementation via surveys, checklists, registration information, and self-report measures. Periodic interviews with participants will be conducted throughout the project and focus groups will be held to obtain ongoing feedback which will advise a continuous improvement process. While input from all project participants might not be possible to reliably collect, a voluntary sample of project participants should provide sufficient data. Some surveys will be developed by Library/College personnel and others are available through the RAR affiliation. RAR has an evaluation toolkit that includes a pre-post parent/caretaker survey and a professionally designed Excel data-analysis tool for managing survey data and calculating statistical significance and these will be utilized. However, since our project includes activities, events and components that go beyond just *Raising a Reader*, additional evaluation tools will be developed to collect the data specific to each of the above-noted project elements. In order to accomplish a general evaluation of the project, a project schedule will be established and will serve as the tool to determine on-schedule, successful completion of all the program outcomes. Library statistics will be collected indicating the number of materials added to the collection, overall changes in library use during the project, and specific statistics related to project participants' changes in use of the library. The Early Literacy Coordinator will be responsible for all evaluation activities.

b. Dissemination

The importance of sharing research results is multifaceted. It is a privilege to share results that have potential for contributing to the body of knowledge in general and to cultural aspects of early literacy, in particular. There is also potential for contributing to the library literature concerning program development and delivery to enhance early literacy development. There are a variety of ways to share data. A combination of methods will be used. One of the long-standing methods of data sharing is publication in a major journal. An article describing the development and results of the project will be prepared for submission to appropriate library and early childhood journals as well as appropriate Native American publications such as: *Teaching Young Children* (National Association for the Education of Young Children); *Early Childhood Research & Practice* (Early Childhood Parenting Collaborative at the University of Illinois at Urbana-Champaign); *Early Childhood Education Journal* (Springer Netherlands); *Indian Country Today*, and; the *Squol Quol* (monthly news publication of the Lummi Nation for the Lummi community.)

Over the last decade social networking has become an important tool in data sharing, paralleling the position pre-prints used to hold, plus incorporating face-to-face exchanges. It is proposed that appropriate blogs and other social networking forums be identified where results can be shared that will benefit the entire Native American library community and early literacy researchers the world over. A project blog will be started on the Library website with links to these forums. This website can be linked to all community partners' websites, as well. An additional possible tool would be preparation of a podcast that can be accessed from the project website.

In addition to the annual IMLS conference presentation, a poster session will be prepared for the Lummi Indian Business Council, federal Office of Head Start, other Native American tribes nationwide, and all other community partners. Project information can be shared with RAR as well, in the form of conference presentations and/or for possible inclusion in their program literature.