The Unquiet Library

The Jamestown S'Klallam Tribal Library
Long-Range Plan 2013-2018

Jamestown S'Klallam Tribe
1033 Old Blyn Highway
Sequim, WA 98382
360-683-1109
Links: Tribal website
Library web page
House of Seven Generations digital collections website

"The mission of the Jamestown S'Klallam Tribal Library is to provide the Tribal community and others with access to information about American Indian history and culture; to support members of the Jamestown community in their efforts to achieve self-sufficiency; and to assist Tribal programs in providing service to the community. The Library will be a safe place for community gathering, a center for community vitality, a connecting point for community services, and a venue for cultural expression and lifelong learning."

Jamestown S'Klallam Tribal Council

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Library Advisory Committee

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Jamestown S'Klallam Tribe　　　1033 Old Blyn Highway　　Sequim, WA 98382　　　360-683-1109

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Introduction

The first Long-Range Plan for the Jamestown S'Klallam Tribal Library was developed in 1995 (Appendix C). In early 1999, the Tribal Council appointed a Library Advisory Committee to develop the Plan further. Since then, the Plan has been minimally updated through an annual workplan that incorporates activities meeting our goals and objectives. In 2011, the Tribe was awarded a two-year Native American Library Services Enhancement grant to fund a variety of tasks and activities, including the re-establishment of a Library Advisory Committee to guide the development of programs and services, and revision of the Long-Range Plan. The Advisory Committee consists of representatives of Tribal committees (Higher Education, Culture and Elders); Tribal program staff (Children, Youth/Teens, Natural Resources, Dungeness River Audubon Center); and other interested parties. The Advisory Committee reflected on the growth and potential of the Library, both in programs and facilities, and proposed additional needs, goals and programs/services for inclusion in this plan.

This plan was developed for a 5-year time frame, encompassing the years 2013-2018. It will be used to guide future funding proposals, collection development, policies and procedures, facilities and infrastructure planning, and staff development.

The mission of the Tribal Library is *"to provide the Tribal community and others with access to information about American Indian history and culture; to support members of the Jamestown community in their efforts to achieve self-sufficiency; and to assist Tribal programs in providing service to the community."* We have **expanded our vision to include**:

a) not only **providing information, but making that information meaningful and useful** in the context of the 21st Century issues that our populations face;

b) not only **providing support, but generating cultural and educational tools** that are used to achieve self-sufficiency; and

c) not only **assisting Tribal programs, but becoming an active and collaborative partner** in program delivery.

Additionally, the plan incorporates some of the guiding principles and concepts of our primary funding agency, the Institute of Museum and Library Services (IMLS). This federal agency is not just a source of funding, but is a critical partner in developing and promoting strong community and Tribal libraries. It has been through their ongoing technical, programmatic and financial support that the Jamestown S'Klallam Tribal Library has continued to thrive. We share a vision for the value that this Library can bring to our people and our community:

1. Expanding services for learning and access to information and educational resources in a variety of formats…for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills

2. Establishing or enhancing electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services

3. Developing public and private partnerships with other agencies and community-based organizations

4. Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills

5. Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

6. Developing library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.

21st Century Themes[1]
- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills

Information, Media, and Technology Skills

Life and Career Skills

Literacies
- Basic Literacy
- Civic Literacy
- Financial Literacy
- Technology Literacy
- Numerical Literacy
- Visual Literacy
- Media Literacy
- Entrepreneurial Literacy
- Health/Environmental Literacy
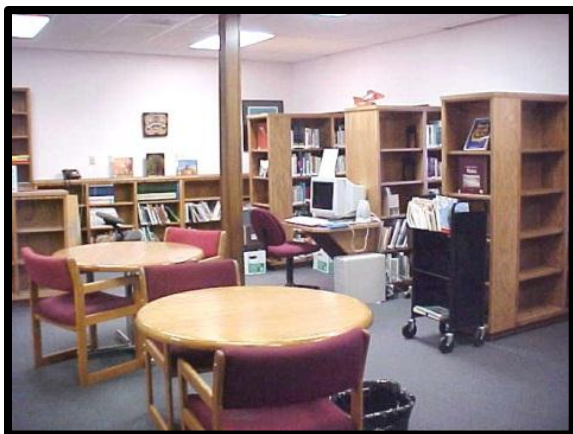- Information Literacy
- Cultural Literacy

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[1] Institute of Museum and Library Services (2009). Museums, Libraries, and 21st Century Skills (IMLS-2009- NAI-01). Washington, D.C.

Background

Upon regaining Federal recognition in 1981, the Jamestown S'Klallam Tribe established its first Reservation on the shoreline of Sequim Bay, where we had historically maintained several villages. Located in Clallam County, Washington, approximately 7 miles east of the City of Sequim, the Tribal Administrative Campus serves approximately 600 Tribal citizens, their descendants, and families, 293 of whom reside within the communities of Clallam and Jefferson counties.

Annex Library, 1999

The Tribe began purchasing books for its library collection in 1986 with funds from a Title IV Basic Library Services Grant (Library Services and Construction Act, LSCA). In 1988, additional LSCA Title IV funding enabled us to install shelving, cabinets and display cases in the newly-constructed Community Center; to gather private collections for photographic reproduction; to develop and organize a collection of historical documents and records, and to establish a reference and cataloguing system for the small collection of general books on Native American history, culture, and law. Thus, the Tribe established its Tribal Library, beginning with a call to Tribal citizens to donate books, photographs and important documents. Tribal citizens, their descendants and the local community responded with donations of a wide variety of historical items found in attics, basements and garages. These were catalogued, and became the beginnings of the Tribal Library.

Annex Library, 2002

Heron Hall Library, 2012

In 1993, the Library was relocated to the Social Services Building ("The Annex"), where it was co-housed with many of the associated community services for Tribal adults, children and families. It was at this time that Internet services were first provided, through a partnership with North Olympic Library System (NOLS).

By 2011, the Library facility was suffering from a lack of space so severe that its collections, and the ability to conduct programs and provide services, had stagnated. The decision was made to relocate the Library to Heron Hall, the old

Community Center and original library location. The facility was expanded, remodeled and upgraded to accommodate new uses and functions; all that remained of the original interior were the cabinets and shelving constructed with the 1988 grant funds. The new facility provided not just the space for our collections, not just clerical and office space for staff functions, but an area just about sufficient enough to host group events and programs. Funding from IMLS also allowed us to make a significant leap in operations and services—we hired our first professional Librarian with a Master's degree in Library and Information Sciences.

Today the successful Jamestown S'Klallam Tribal Library houses over 5,000 volumes, is part of a larger network of Tribal libraries throughout the Pacific Northwest and beyond, and recognized by the Washington State Library, local school districts and the North Olympic (Public) Library System for the unique nature of its collections. The Tribal Administrative Campus, where the Tribal Library is located, is the focus of government operations, health and human services, and all cultural programs. Our programs, facilities and services are designed to bridge the cultural gap that many Tribal citizens experience when searching for assistance and identity in the non-Indian community. Our Library serves both Tribal citizens and the public at large, enabling us to potentially educate interested patrons in all aspects of Tribal life and history.

In addition to governmental administrative and financial operations, Tribal programs, including the Tribal Library, operate to support Tribal citizens and their families. These programs provide economic development services, social services, health services, employment and educational services, to meet the Tribal mission:

"The Jamestown S'Klallam Tribe seeks to be self-sufficient and to provide quality governmental programs and services to address the unique social, cultural, natural resource and economic needs of our people. These programs and services must be managed while preserving, restoring and sustaining our Indian heritage and community continuity."

The Jamestown S'Klallam Tribe adopted a comprehensive plan in 2005 to guide our direction for a ten-year period. The Tribal Comprehensive Plan incorporates by reference the Library Long-Range Plan, and includes the following objectives relevant to improving programs and services through the Library:

- Protect, document and preserve Tribal artifacts, mentifacts and sociofacts.
- Stimulate and promote the revival of traditional skills, art forms and language.
- Stimulate and promote active skills, language, and art forms.
- Promote cultural activities and exchanges between Tribal youth, adults, and Elders.
- Develop culturally relevant programs and activities that support the goal of self-sufficiency and that foster Native pride.
- Promote continuous learning and career/vocational opportunities from birth through adulthood, including: pre-school programs; after-school programs; continuing education and worker training and retraining; and elimination of barriers to vocational and higher education and assist Tribal citizens in completing their educational objectives.
- Improve accessibility to employment centers, educational opportunities and Tribal governmental services.

Inventory and Assessment

Our Collections

In the history of a people, institutional memory disappears with each generation if not appropriately preserved. Although we continue to foster our "live" oral tradition, the history of our people will be preserved for generations to come if we preserve written, pictorial and audio recordings of our history in digital format.

- **Photo Collection**: In 1998, determined to preserve rare/irreplaceable documents and photographs held by individual S'Klallam families, we sent out a plea to Tribal Elders to bring their original photos, from the past 130 years, to the Tribal Center. Local professional photographer Ross Hamilton re-photographed each of the hundreds of photos, set up a darkroom on site and made negatives and prints of all of the photos brought by the Elders. Those photos, housed in a fireproof cabinet in our Library, need to be digitally preserved. It is difficult to share these images with the Tribal community and the public in their present form.
- **Original Documents**: The Library houses original documents including census and enrollment lists, birth and death records, transcriptions of mythical stories and historical events which occurred during our history. However, this documentation of culture and history cannot be viewed outside of our Library unless it is digitally captured.
- **Recent and Ongoing History**: Since the advent of amateur photography, home movie and audio recording devices, our Tribal citizens have been capturing major events and ceremonies as they occur. These exist in a variety of formats, in unedited form. We intend to capture and edit them digitally, to create as complete a record as possible of our recent and ongoing history. In addition, all future recordings will be immediately digitized and added to the archive.
- **Treaty, Federal Policy and Self-Governance**: In 1988, the Jamestown S'Klallam Tribe was one of the first seven Tribes in the nation to participate in the Self-Governance demonstration project. Since then, the Tribe has emerged as a national leader in successfully implementing and promoting Self-Governance. **The Library will be the repository for all Tribal historical and present-day records and documents related to federal recognition and Self-Governance.**

If the primary purpose of the Tribal Library is to provide information on American Indian culture and history, then our collection of over 600 books on those subjects is a valuable representation of that purpose. However, other elements of culture, such as language, archeology, and literature are not well represented within the whole collection.

While we have a good number of Children's books with Native American themes, we have very little for the adolescent and young adult reader. Similarly, it has been difficult to locate Native American titles in audio format, which would be valuable to our Elder population.

Our video collection contains a good representation of commercial programming relevant to Native American history, as well as non-commercial productions of cultural programs of the Jamestown S'Klallam Tribe.

The chart and table on the next page describe how our collection breaks out by subject.

Library collection (print and video)

7/2013
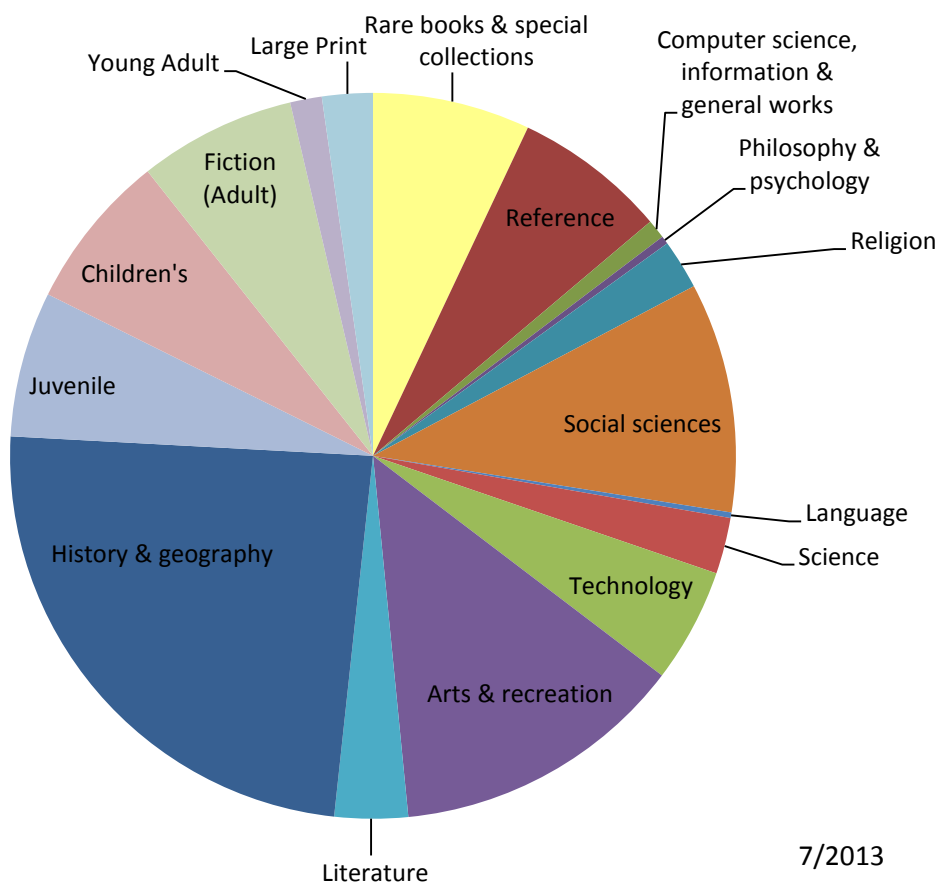
Category	Number of Items (print and video)	Category	Number of Items (print and video)
Language	11	Juvenile	290
Philosophy & psychology	16	Reference	305
Computer science, information & general works	38	Children's	313
Young Adult	63	Fiction (Adult)	313
Religion	99	Rare books & special collections	314
Large Print	101	Social sciences	458
Science	112	Arts & recreation	586
Literature	146	History & geography	1080
Technology	228		
		Total	**4473**

Programs and Services

Our services are geared toward the following uses and groups:

- **Culture and Heritage**: The Library, which is under the Tribe's Planning Department, serves as the **repository for information about Tribal culture and heritage**, including enrollment and community genealogy relevant to the Jamestown S'Klallam people. In 2009, we were awarded an IMLS Native American Enhancement grant to create a virtual museum online consisting of digital collections of our Tribal archives and personal collections from our Tribal community. The House of Seven Generations website (www.tribalmuseum.jamestowntribe.org) displays these collections, along with exhibits and educational lesson plans.

- **Academic Research**: Academic researchers, authors and journalists use our extensive collection of historical archives and rare documents to support studies in Native American history, culture and governance.

- **Visitor/Tourist Education**: Olympic Peninsula **vacationers** interested in deepening their knowledge of Native American and/or S'Klallam history are welcomed into our facility and offered help in finding whatever they seek. This kind of outreach builds cultural understanding with those from outside of our area.

- **Access to Technology**: With four Broadband Internet-connected computers, printers, scanners and software, the Library is able to offer technology resources to **Tribal citizens and members of the public** who might otherwise not have such access.

- **Statewide Networking**: Our library staff participates in the Washington State Library's Tribal Library Conferences, attended by **Tribal librarians from across the state**, for the purpose of education and networking.

Through our 2011 Native American Library Services Enhancement grant, we developed and conducted programs emphasizing **21st Century skills** such as cultural literacy, financial literacy, digital literacy, and of course, basic literacy:

- Cultural Resources/Tribal History event for Summer Youth and Children's Programs.
- Homeownership/ financial literacy curriculum for participants in the Tribe's housing and mortgage down payment assistance program.
- Homeownership and scholarship online resources ("Wikis").
- Bi-weekly book delivery to Elders and other homebound people.
- S'Klallam language learning games are on the public access computers.
- Rotating cultural exhibits in the Library.
- Native Film Night with Director Cory Mann, featuring *Smokin' Fish* and *A Day in Our Bay*.
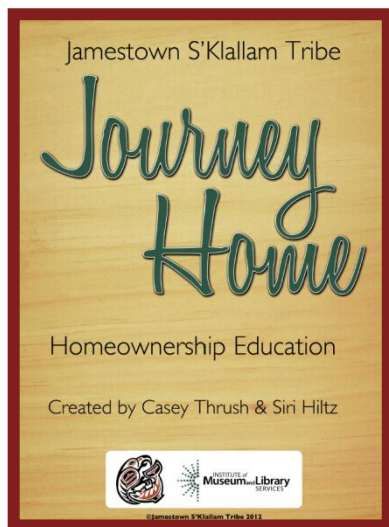
- With supplemental funding from <u>TalkStory</u>, the Tribal Library, in partnership with staff from the Tribe's Children's Program, hosted two 2-hour intergenerational storytelling events for participants from the Jamestown S'Klallam Tribe's Children's Program, with parents and staff. Tribal Elder Elaine Grinnell told stories about fishing and animal myth, explained how to cook salmon, and the group shared a salmon dinner. Later, the children created "Story Poles" out of Devil's Club (*Oplopanax horridum*), coloring Coast Salish animal pictures and decoupaging them to the poles, then created their own stories based upon the creatures on their poles.
  - In partnership with the Sequim Branch of the North Olympic Library System (NOLS), Tribal Elder Janet Duncan and Snohomish Elder Marlene Hanson, along with Librarian Siri Hiltz, conducted a class in beaded jewelry making for members of the broader community.
  - Weekly StoryTimes for toddlers and parents at the Jamestown Family Health Clinic.
- Weekly literacy exploration with Children's After-School Program participants.
- Teen Movie Nights for Tribal youth.
- Career exploration panel for Youth Program participants.
- Genealogy workshops.

The North Olympic Library System (NOLS) has branches in Sequim, Port Angeles, Clallam Bay and Forks. The Tribal Library can access the NOLS system through the Internet, which allows patrons to view the catalog, conduct searches, place holds, etc. However, we do not at this time have the capability to conduct interlibrary loan services.

The Library is open Monday through Friday, 9 a.m. to 5 p.m., and Saturdays from 9 a.m. to 4 p.m.

Usage
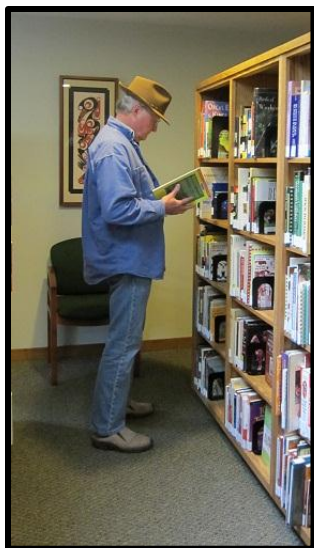
Patrons and staff use the library to support interests in arts and crafts, traditional foods, and Tribal programs (After-School and Youth/Teen Leadership). Students use the library for school reports on Tribal culture and history. Nearby residents primarily use the public-access computers for high-speed broadband Internet access, which is not otherwise available from residential service providers. DVD and VHS videos are in demand, but our visually impaired Elders also require large-print and audio books.

Generally, our most popular items are DVDs, fiction and nonfiction, and books on the Pacific Northwest. Materials about Native people of the Pacific Northwest are our most popular items, followed by adult fiction. Researchers are primarily interested in information about Washington State Tribes. Our least popular sections are law, religion, and issues such as chemical dependency.

In 2012 we began bi-weekly delivery to homebound Elders and others who have difficulty accessing library facilities. As of April, 2013, an average of nine homebound clients are utilizing these services, with a monthly average circulation of 34 items.

Other use statistics (2012-2013):	
Individual computer users:	133
Average time spent on computers:	65 minutes
Total registered patrons:	1025
Active library users:	**152**
Total circulation:	**954**

Technology

Through an American Recovery and Reinvestment Act of 2009 (ARRA or "Stimulus" funds) grant, Northwest Open Access Network (NOANet) partnered with Clallam PUD to provide Broadband connectivity from the Blyn campus to the City of Sequim. This connection allows us to provide Internet data speeds at a sustained rate of 12+Mbps. We provide scanning, color printing, copying and faxing capabilities through our connected and Bluetooth-enabled Ricoh Aficio MP C3001 Color Copier/Printer/Scanner/Fax with USB 2.0/SD slot.

We have been using ResourceMate® library automation software since 2001 for collection management; it has limited functionality and no compatibility or interoperability with ILS systems in use locally and regionally (such as Wayfinder/WorldCat/WorldShare).

Partnerships

Sequim Boys & Girls Club members visit the Carving Shed.

Our primary partnership is with the governmental staff of the Jamestown S'Klallam Tribe: Social and Community Services, Health, Culture and Cultural Resources, Natural Resources, Housing and Finance. In partnership with the Dungeness River Audubon Center, we work with River Center staff to identify, develop and conduct programs and activities in environmental literacy.
In the broader communities of Sequim and Clallam County, we work with a variety of service providers to assist them with bridging the cultural gap between Native and non-Native peoples, including:

- North Olympic Library System
- Sequim Museum and Arts Center (MAC)
- Sequim Boys & Girls Clubs
- Sequim School District #323
- Port Townsend Film Institute
- Olympic-Kitsap Peninsulas Early Learning Coalition

The Tribal Library is moving toward the 21st Century model of libraries: a **centralized program** of resource-rich service delivery **in partnership** with other activities, programs and services provided by the Tribe; reaching out to provide additional interaction and resources to the broader community; becoming **a central program that is dynamically integrated with other activities, programs and services provided through the Tribe** and poised for continued growth with the commitment and support of Tribal decision makers, program staff, and the people we serve.
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Needs Assessments

In **a 1996 cultural survey of Tribal citizens,** several suggestions were made to improve the usefulness of the library and its collection:

- Have it better organized for easily finding books
- Current research information
- A list of suggested books and how to find them
- A complete list of materials in the library mailed out
- More books and materials
- Bigger room
- Open on weekends
- Bringing books to the home
- Knowing more what is available
- A librarian who could assist you

In 2011, we conducted a Library needs assessment survey using an online survey tool to determine how people would like to be able to use the Library and what types of programs and services they would find valuable. The survey link was sent out by email to a combination of Tribal citizens living both in and out of the area and to Tribal staff, some of whom are also Tribal citizens. 40 individuals responded. The results were similar to the 1996 survey.

SURVEY RESULTS:

BARRIERS: 31% responded that the limited selection of materials and/or a preference for the local public library keeps them from using the Tribal Library. 15.4% cited the lack of evening or weekend hours was a barrier. The remainder do not live in the area or location is an issue.

FOCUS AND DIRECTION: Aggregated responses for "Very Important" or "Somewhat Important":

Provide information about American Indians	97%
A comfortable environment for research, study and recreational reading	97%
Serves as a holding facility for cultural information	97%
Coordinate with local libraries/museums	94%
Supplement Tribal programs	91%
Trained staff should be available	91%

PROGRAMS AND ACTIVITIES: Responses for "Very Important" only:

Cultural research methods and resources	79%
S'Klallam language learning tools	76%

Educational resources for students   76%
Reading to children   64%
Literacy programs   61%
Library services at Tribal events   64%

10% or more of the respondents rated the following services/activities "Not Important":
Services for job seekers   28%
Access to health information   27%
Information for entrepreneurial development   24%
Access to government information   22%
Video content   18%
Library services at Tribal events   15%
Speakers programs   15%
Information for college applicants   13%
Storytelling   12%
Interlibrary lending partnerships   12%

STATED COMMENTS

- *If there was any way that library hours could be extended, that would be great for those that are working toward a college degree...The library has grown a great deal over the years. As with any Tribal program there comes a time when expansion and growth are expected or needed.*

- *I think it's a great idea! I envision it as a "specialty" library relating specifically to learning about Indian culture, which is why I checked "not important" on those boxes about health care, job seeking and unemployment - there are already agencies available to deal with those issues.*

- *I'm a North Carolinian who is eager to borrow resources that pertain to the S'Klallam language.*

- *Could the Library expand to include a museum display with rotating artifacts and photos? This might help get people to come more often and become more involved.*

- *There are several good ideas mentioned to assist students, research, genealogy, medical information and health care via the internet that some may not have access to. Library that can assist with, give access to, a broad field of information would be an excellent library for citizens, staff, or anyone who needs information and don't know how to acquire or research to retrieve what is needed.*

The advice and input from the Library Advisory Committee and others has been consistent with the feedback from previous surveys, although their vision of the role that the Library can play continues to evolve with the benefit of leadership and implementation from our 2011 Enhancement project. We have also directly solicited programming guidance through individual and community conversations at Tribal events, such as the semi-annual General Citizens' Meeting.

One particular message has emerged that requires serious consideration as a barrier to future success: **the location of our library is an obstacle to participation**. The isolated location of our facility makes it difficult for students, working adults, and low-income parents to visit during our

daytime business hours. Transportation of schoolchildren is an expense the School District is unable to bear. Working adults prefer evening/weekend events that are co-located with their daily activities and errands. Low-income parents are limited by the cost of transportation, time, and/or child care considerations involved in a visit to the Tribal campus.

The State of our Library is good; much has been accomplished, but there is much work that remains to be done.

- The remote location affects the ability to participate in activities and access resources;
- The local community lacks awareness of the availability of library resources to them and is not comfortable visiting the facility on the Tribal campus;
- A significant portion of our Tribal population is in the workforce and cannot access programs and services during business hours;
- Many of our target populations are isolated by geography, transportation, or income, preventing them from accessing the physical library facility and resources.
- Our integrated library system, or ILS, has limited functionality and no interoperability with ILS systems in use locally and regionally and is inadequate for and incompatible with our needs for interoperability and with Z39.50 protocols.

Our service population needs the Library to be **available and accessible** at their convenience, not ours. They need (and want) programs that provide them with opportunities to: acquire **a variety of literacies** that will help them be successful; acquire and develop a strong **connection to their culture** and heritage; and enjoy and engage in **life-long and life-broad learning**.

2005 Preservation Survey

With a Professional Assistance grant from the Institute for Museum and Library Services, the Tribe hired a consultant to conduct a preservation survey in 2005. Conservator Laura Reutter and archivist Victoria Davis visited the Jamestown S'Klallam library, offices, and record-holding areas to assess the current storage situation and make recommendations for preservation. They spoke with staff and measured the approximate volume of archival material present in the Tribal facilities. Findings and recommendations are summarized in Appendix B.

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Needs

Access: People need access to information held by the library. This access must be opportunistic and independent of location or time of day.

- Many of our target populations are isolated by geography, transportation, or income, preventing them from accessing the physical library facility and resources.

- The Library's collection of cultural and historical materials needs to be accessible to a variety of users over space and time.

- The long-term success of the Library depends upon managing the collection so that it is accessible to all. The materials in the library should be properly inventoried, catalogued, tracked and maintained to reduce loss and ensure availability. Materials should be displayed and catalogued to provide ease of use for all ages and abilities.

- Information about the resources of the Library should be distributed to the Tribal community and others on a regular basis. The non-Native community lacks awareness of the public nature of the library and the availability of library resources to them, and is not comfortable visiting the facility on the Tribal campus.

Programs and Services: People need programming that addresses 21st Century skills in a cultural context. Some programs and services, by cultural necessity, should be restricted to Tribal people only.

- Formal and informal discussion with individuals, families, and groups within the community is needed to determine ways in which the Library can be useful and relevant in meeting the needs of the community.

- Programming will be most successful when the needs of the learner are the central focus and when the learner is engaged in planning, developing and delivering programs.

- There is a need for broad literacy programming beyond basic reading; civic, financial, technology, media, entrepreneurial, health/environmental, information, literacy, and cultural literacy are underdeveloped aspects of Library programming.

- Information is best presented in the cultural context of other activities occurring at the Tribal Center.

- The Library should coordinate with and supplement Tribal programs and activities.

- Trained staff should be available to assist Library patrons during all hours of operation.

- Both short-term and stable long-term funding is needed to develop the programs and activities described in the Long-Range plan.

Facilities: The new Library facility is adequate for the short-term (5-10 years) but will need to be expanded and/or relocated in the future.

- Library users need a comfortable environment conducive to research, study, and recreational reading but that is also flexible and expandable to accommodate larger activities and movement.

- The Library should be coordinated and integrated with planning for the future Cultural Center/Museum.

Information Technology: Technological change occurs rapidly; IT infrastructure should be flexible, expandable and translatable in order to accommodate the "next best thing." IT infrastructure is an integral part of design, whether for facilities or programs.

- Our integrated library system, or ILS, must be adequate for, and compatible with, with our needs for interoperability with other libraries and collections.

- The Library needs to have adequate technologic support and resources for all of its functions.

- Technology management in the Library has special requirements separate from the Tribal government, especially regarding privacy, filtering, and uncensored access to the Internet.

Collections: We need a collection management plan to guide development for a 1- and 5-year period to ensure that we approach acquisitions in a manner that is both methodical and opportunistic.

- Local public libraries do not have adequate resources to specifically address American Indian culture and history in depth. The Tribal Library should provide current, relevant and accurate information about American Indians that may not be available in other local public libraries, especially information related to the S'Klallam Tribes.

- While the Library has considerable material for adult readers, it lacks material appropriate for adolescent and Elder age groups. Materials should reflect the needs of all ages and abilities.

- Materials that are historically significant and those of permanent value need to be acquired and maintained on a long-term, ongoing basis.

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Goals

A library is not merely a facility, a warehouse for books that are loaned out to individuals. It is *a program of activities and services* that are *co-created with members of a community* who wish *to explore and engage with their world*.

The Tribal Library will be a safe place for community gathering, a center for community vitality, a connecting point for community services, and a venue for cultural expression and lifelong learning.

Ongoing Goals
• **Our goals begin with knowing our community's needs: Social, cultural, physiological, spiritual, emotional, intellectual, and economic.**

Goals specific to our mission

...to provide the Tribal community and others with access to information about American Indian history and culture;...

1. **Provide access to research materials such as historical documents, archives, and photographs.**
2. **Broaden accessibility by providing information in a variety of formats—electronic, paper, audio, video, etc.**
3. **Utilize the best available and cost-effective technology to store, access, and maintain cultural and historical resources.**
4. **Provide interlibrary connectivity and linkages for communication, access, and information sharing.**

...to support members of the Jamestown community in their efforts to achieve self-sufficiency;...

1. **Continue to identify needs of the Tribal community and ways in which the Library can help meet those needs.**
2. **Support areas of interest to the Tribal community, such as culture and history, education, employment, language learning, traditional arts and lifeways, law and policy, art and archeology, and child development.**
3. **Adapt the resources of the Library to a variety of learning styles, methods and capabilities.**

21st CENTURY LIBRARY

Combination of audience- and content-driven

Combination of tangible and digital objects

Multi-directional (co-created experiences involving institution, audiences, and others)

Focus on audience engagement and experiences

Emphasis on enhancing knowledge and 21st century skills

Acts in highly collaborative partnerships

Embedded in community (aligned with and acts as a leader on community needs/issues)

Learning outcomes purposeful (content knowledge and 21st century skills like critical thinking are visible, intentional outcomes of audience experiences)

Content co-created among diverse partners and audiences; accessible in multiple ways.

Institute of Museum and Library Services (2009). *Museums, Libraries, and 21st Century Skills* (IMLS-2009- NAI-01). Washington, D.C.

4. **Provide opportunities for training in using the Library effectively, through small workshops, personal assistance, on-line information, and instructional materials.**

5. **Provide services and materials that meet the needs of specific subsets of the Tribal community: parents, children, Elders, students, youth, men, women, etc.**

6. **Provide opportunities for learning through the Library, and establish connections between the Library and teaching institutions.**

7. **Ensure that library facilities are conducive to library use and study, i.e., there is comfortable seating, flexible spaces, adequate lighting, and appropriate noise/environmental control.**

...to assist Tribal programs in providing service to the community.

1. **Improve, enhance, and encourage the use of library information technology to deliver services to the Tribal community.**

And then:

- not only **providing information, but making that information meaningful and useful** in the context of the 21st Century issues that our populations face;
- not only **providing support, but generating cultural and educational tools** that are used to achieve self-sufficiency; and
- not only **assisting Tribal programs, but becoming an active and collaborative partner** in program delivery.

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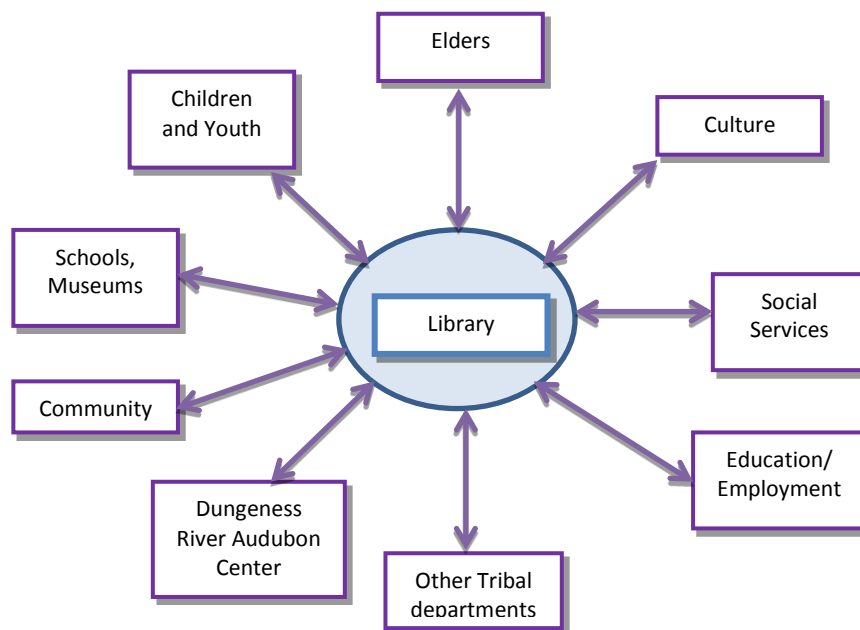
Objectives (Intended results)

1. **Identified community learning needs and priorities:** Needs of the Tribal community—age groups, interests, learning styles and capabilities, training needs--will be documented and used to develop programs and materials.

2. **Enhanced physical access to the building, facilities, objects and collections, and technological access to information assets.**

3. **Established dialogue with partners, community groups, library users and others to engage in collaborative development of programs, services and resources.**

4. **21st century skills programming is co-created and co-delivered in collaborative partnerships with other institutions and community/audience groups:**
   - **Workforce skills;**
   - **Environmental literacy, health literacy, civic literacy; and**
   - **Critical thinking, problem solving, creativity, and innovation.**

5. **The Library is a repository for Tribal stories, songs and documents, whether from old traditions or newly-created traditions.**

6. **Planning for the Library will be coordinated with planning for other Tribal facilities and infrastructure. The Library will be functionally linked to other programs and facilities.**

7. **Outcomes are measurable and measured, with stakeholders and audiences regularly contributing feedback for use in the development of plans and programs.**

Outcomes: Changes in knowledge, awareness, skills, behavior

Availability and Accessibility

- Improved ability to store, protect, manage and preserve collections.
- Improved ability to search for and find information.
- Improved knowledge and ability to store, protect, manage and preserve collections.
- Reduced risk of loss, damage or destruction.
- Collection more widely and readily available to public.
- Reduction in geographic constraints to access.
- Greater ability to discover materials in the library collections regardless of location or time of day.
- Greater access to Tribal knowledge base.
- Increased knowledge of the resources of the library.
- Improved sense of "usefulness" and "availability" of collection.
- Increased availability of archival material via online resources.

Connection to Culture

- Improved knowledge of Tribal history and culture.
- Changes in knowledge: increased cultural knowledge and awareness,
- Tribal cultural vitality, in both maintaining historic traditions and creating new traditions.

Literacy and Skill-building

- The Library plays a prominent role in promoting self-sufficiency, self-reliance, lifelong learning and cultural health.
- Enhanced content knowledge and 21st century skills in areas of basic literacy, information, civic, financial, environmental and health literacy
- A combination of tangible and digital products are used to deliver and acquire knowledge and skills.
- Increased content-based knowledge (literacies)

Life-Long And Life-Broad Learning

- Collaborative partnerships established; learning outcomes purposeful;
- Co-created content and experiences involving library, audiences, Tribal programs and others.
- Every age group and population cohort is able to access specific learning opportunities, however they define those interests.

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Actions

Access

- Convert materials to digital form and maintain files in a safe, secure environment.
- Make documents, series and collections available to users through the online collections.
- Acquire materials in alternative and low-vision formats, such as Washington Talking Book and Braille subscriptions.
- Deliver cultural content via House of Seven Generations online.
- Provide a description of the type and quantity of materials available, and instructions on how to access and use finding aids and portals.
- Develop mobile services and outreach capability, bringing services, programs and activities to populations having trouble accessing the Library.
- Co-locate programs and activities with off-site activities and locations within the community.
- Utilize web-based broadcast media to deliver presentations.
- Maintain an interactive online presence through website and social media portals.
- Purchase services for ILS implementation and maintenance.
- Establish interoperability with local and regional collection databases.
- Provide brochures, newsletter articles, and press releases about the Tribal library collections, programs, services, hours of operation, and policies.
- Maintain connectivity to other sources of information: Tribal and academic libraries, museums, and electronic/on-line services.
- Provide public libraries with information about the Tribe's collection of American Indian cultural and historical materials.
- Provide spaces online for individuals, staff and communities to exchange information and ideas.
- Exercise good stewardship over collections, preserving and conserving this cultural heritage for generations to come; plan for and practice disaster preparedness and response.

Programs and Services

- Continue to employ a professional librarian to plan and conduct programs and outreach; to improve library functionality; to mentor and train Library support staff; and to improve overall service delivery.
- Conduct interviews, surveys and focus groups with the Tribal community to identify interests, needs, and abilities; and to gain input from the community into library planning, policies, and procedures.
- Meet with educators, program staff and parents to identify specific educational priorities.
- Meet with Tribal committees and program staff to identify opportunities to assist with special initiatives.

- Plan and conduct programs that foster dialogue; enhance civic engagement; promote cultural opportunities; support youth literacy, lifelong learning, Tribal programs, and 21st century literacies for all ages, especially financial literacy, civic literacy, Media, Information and Technology Literacy, and environmental literacy.

  Activities and programs may include:
    - Storytelling;
    - Oral histories;
    - Film and media presentations;
    - Speakers on topics of interest, such as Tribal history, treaty rights, self-governance, environmental management, health and wellness;
    - Educational preparation, especially higher education preparation;
    - StoryTimes;
    - Early and intergenerational learning;
    - Summer youth training in library services;
    - Transport Elders to the Library to participate in programs;
    - Language learning
    - Bookmobile/homebound outreach;
    - Activities related to National Library Week, National American Indian Heritage Month, etc.

Tribal Elder Maria Lawrence enjoys material delivered via Bookmobile services.

- Partner with other community organizations to deliver programs:
    - Sequim Museum and Art Center (MAC) for oral histories, genealogy, and cultural displays/exhibits;
    - North Olympic Library System for a broad range of topics;
    - School Districts for in-class presentations and field trips;
    - Dungeness River Center at Railroad Bridge Park for programs related to environmental stewardship of the Dungeness watershed; cultural resources of salmon, plants and wildlife; treaty rights and co-management;
    - Port Townsend Film Institute for media and film exploration.

Facilities

- Continue to develop the library facility as a multi-use space that is flexible and adaptable to a variety of activities, learning styles and abilities.
- Expand the facility to include archival processing and storage, as well as display and exhibit capabilities; align and incorporate library functions into future museum/cultural center planning.

Information Technology

- Include Library technology infrastructure in overall Tribal technology and telecommunications improvements.
- Maintain high and broad capacity to use technology to access, acquire and deliver learning opportunities.

Collections

Create rotating Library cultural displays, and utilize the House of Seven Generations digital collections to deliver cultural content by creating online exhibits, specialized curricula, and educational tools.
Develop, implement and review 1- and 5-year collection development plans that include books, audio, video, electronic materials, and interactive applications.

Evaluation and Reporting

There are three parts to any evaluation program: determining whether the overall program has met its stated objectives and outputs (process); determining whether the programs and activities have created the desired changes (outcomes); and communicating the results of the program to others.

Measuring outcomes is an ongoing process, and should take place prior to activities, during activities, and following activities. Measurement can be both qualitative/anecdotal and quantitative/numerical. Communication with participants can be done directly through formal interviews, surveys and focus groups, as well as indirectly through informal conversations and anonymous feedback. Simple observation is also an important tool. But measurement cannot be effectively done as an afterthought; it must be accomplished with dedicated resources of time and tools. Survey instruments must be designed and administered and the results analyzed. Documentation must be collected, and results described and reported.

At a minimum, evaluation of progress toward these goals should be conducted annually and reported to the Tribal Council and funding agencies. Documentation should include:
- Summary analysis of needs assessments and other survey instruments
- Sources, types and amounts of funding, and budget expenditures
- Number and types of materials acquired
- Use statistics
- Programs and activities conducted
- Attendance at workshops, storytelling, and other activities
- Numbers of customer contacts
- Improvements in technology
- Amount and type of outreach conducted
- Obstacles encountered
- Results of outcome-based evaluation, including changes in knowledge, awareness, skills and behavior
- Recommendations for improvement

Finally, the overall question should be: Are we making a difference in the lives of the people we serve? If not, what goals, objectives, and actions need to be modified to do so?

Library staff, library users, the Advisory Committee, and Tribal Council should be responsible for answering these questions. The results should be conveyed in the Annual Report, and communicated at Tribal Council meetings and through the newsletter.

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Implementation Strategy

Funding

> **The Library will be funded from both short-term and long-term sources.**
> **Basic funding will be stable from year to year and will not rely solely on grant**
> **money.**

Short-term grant funding should be sought, not as long-term support or for core programs of the library, but to supplement stable operating funds and to leverage other sources of funds. Short-term funding should be used for short-term projects, such as special equipment purchases, infrastructure improvements, collection acquisitions, capital projects, and unique programs. Grants can be combined to accomplish projects that would otherwise be unaffordable, such as major telecommunications infrastructure or construction of building facilities.

Long-term funding should be stable from year to year, so that plans can be implemented with continuity and predictability. Stable funding ensures that staff and facilities are maintained so that the Library continues to be a valuable asset to the community. Stable funding ensures that the Library continues to grow in value, and assumes a role in promoting the Tribal mission of self-sufficiency rather than simply being a collection of books on a shelf. As the Tribal budget is prepared each year, staff, operation and maintenance of the Tribal Library should be maintained at least at the level of previous years.

Staffing
For most of its existence, the Library has been staffed with non-professional caretakers. This protected and maintained the collections and offered a certain level of customer service in providing information, but it did not impart meaning and context to that information. The value of professional library staff cannot be overestimated.

Ideally, the Library should be staffed with either a Certified Librarian or an individual with a Master's degree in Library and Information Science (MLIS). This provides the highest level of knowledge and expertise in library practices and operations, program planning and implementation, customer service, supervision, budget management, and program evaluation. Junior staff, such as Library Assistants or Library Technicians, can fulfill collection weeding and clerical functions on a daily basis. It would be optimum for these staff to obtain formal training in coursework related to cataloguing and basic library practices. Highline Community College delivers a full curriculum culminating in technical certification via the internet.

Milestones

Ongoing

Action	Target Audiences	Partners	Resources
Convert materials to digital form and maintain in a safe, secure environment.	Present and future generations	EDA	Existing equipment, contract funding
Make documents, series and collections available to users through the online collections.	Tribal people, researchers, other interested parties	EDA	Existing equipment, contract funding
Acquire materials in alternative and low-vision formats, such as Washington Talking Book and Braille subscriptions.	Library users, Elders, visually impaired, non-readers	Washington Talking Book and Braille Association	Subscription services, $
Create rotating Library cultural displays, and utilize the House of Seven Generations digital collections to deliver cultural content by creating online exhibits, specialized curricula, and educational tools.	Tribal people, public (all ages)	EDA	Tribal and Library staff, educational expertise, contract funding
Provide a description of the type and quantity of materials available, and instructions on how to access and use finding aids and portals.	Tribal people, public (all ages)	--	Library staff
Utilize web-based broadcast media to deliver presentations.	Youth, adults, distance learners, homebound		Equipment (camera, broadband)
Maintain an interactive online presence through website and social media portals.	Youth, adults, distance learners, homebound		Computers, staff time
Provide brochures, newsletter articles, and press releases about the Tribal library collections, programs, services, hours of operation, and policies.	Tribal communities, North Olympic Library System (NOLS), schools, public		Staff time
Maintain connectivity to other sources of information: Tribal and academic libraries, museums, and electronic/on-line services.	Researchers, students, program staff	UW, Peninsula College, School Districts, NOLS, local museums	Staff time, software
Provide public libraries with information about the Tribe's collection of American Indian cultural and historical materials.	Public libraries and library users	NOLS	Staff time
Provide spaces online for individuals, staff and	Youth, adults, homebound, program staff,	Program staff	Funding, staff time

Action	Target Audiences	Partners	Resources
communities to exchange information and ideas.	distance learners		
Exercise good stewardship over collections, preserving and conserving this cultural heritage for generations to come; plan for and practice disaster preparedness and response.	Government staff and community	Washington State Library, WESTPAC	Tribal staff time
Continue to employ a professional librarian to plan and conduct programs and outreach; to improve library functionality; to mentor and train Library support staff; and to improve overall service delivery.	All	Tribal Council	Funding
Plan and conduct programs that foster dialogue; enhance civic engagement; promote cultural opportunities; support youth literacy, lifelong learning, Tribal programs, and 21st Century literacies for all ages, especially financial literacy, civic literacy, Media, Information and Technology Literacy, and environmental literacy.	All	All: Boys and Girls Club, Sequim School District, North Olympic Library System, Jamestown Family Health Clinic, Port Townsend Film Institute, Sequim Museum and Arts Center	Funding, staff time, materials.
Provide delivery services to homebound people and those having difficulty using a library	Homebound, disabled, non-drivers	Program staff	Staff time, mobile equipment, vehicle
Partner with other community organizations to deliver programs.	Tribal people, public (all ages), government staff and community	All: Boys and Girls Club, Sequim School District, North Olympic Library System, Jamestown Family Health Clinic, Port Townsend Film Institute, Sequim Museum and Arts Center	Funding, staff time, materials
Continue to develop the library facility as a multi-use space that is flexible and adaptable to a variety of activities, learning styles and abilities.	Tribal people, public (all ages)		Library staff
Maintain high and broad capacity to use technology to access, acquire and deliver learning opportunities.	All		Funding, staff time/training

Action	Target Audiences	Partners	Resources
Conduct ongoing program evaluation to determine outcomes, impact, changes, and recommendations for adjustment.	Current library users, Tribal people, government staff		

Annually

Action	Target Audiences	Partners	Resources
Conduct interviews, surveys and focus groups with the Tribal community to: identify interests, needs, and abilities; and to gain input from the community into library planning, policies, and procedures.	Tribal committees, Tribal community (library user and non-user)		Staff time, online survey tool, facility
Meet with educators, program staff and parents to identify specific educational priorities.	Parents, local schools, early childhood educators, program staff	Sequim school district	Library staff
Meet with Tribal committees and program staff to identify opportunities to assist with special initiatives.	Tribal community, government staff	Program staff	Staff time
Include Library technology infrastructure in overall Tribal technology and telecommunications improvements.	Library staff and users	IT department	IT staff, library staff, funding
Develop, implement and review 1- and 5-year collection development plans that include books, audio, video, and interactive applications.	All		Library staff
Report results of program evaluation, including processes and outcomes, to Tribal Council, Tribal community, partners, and funding agencies.	Tribal Council, Tribal community, funding agencies, community partners		Staff time

Year 1-3

Action	Target Audiences	Partners	Resources
Co-locate programs and activities with off-site activities and locations within the community.	All	All: Boys and Girls Club, Sequim School District, North Olympic Library System, Jamestown Family Health Clinic, Port Townsend Film Institute, Sequim Museum and Arts Center	Library staff, funding
Purchase services for ILS implementation and maintenance.	Library users, library staff		Library staff, staff training, funding
Establish interoperability with local and regional collection databases.	Library users, non-local library users, researchers		Library staff, staff training, strong overdue policy, funding for ILS

3-5 years and beyond

Action	Target Audiences	Partners	Resources
Expand the facility to include archival processing and storage, as well as display and exhibit capabilities; align and incorporate library functions into future museum/cultural center planning.	Government staff, Tribal community, local community, tourist population, students/researchers		Funding, staff time

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APPENDICES

Appendix A: 2011 Library Needs Assessment

Jamestown S'Klallam Tribal Library Needs Assessment Survey

The Jamestown S'Klallam Tribal Library Long-Range Plan was created over ten years ago, and it is once again time to consider how we might want our Library to grow in the future. To begin that effort, I have created a very short, multiple-choice survey to identify possible programs, services and activities that will meet the needs of the Tribal community, staff and others. **Whether or not you actually have used the Tribal Library in the past, please take a few minutes to answer the survey.**
There are four pages to this survey.
First, please tell us a little about yourself and how you use the Tribal Library.

1. On average, how often do you visit the Tribal Library? (Check one)

    ☐ Weekly or more often

    ☐ Monthly

    ☐ 2-3 times a year

    ☐ Once a year or less often

    ☐ I have never visited the Tribal Library

2. Please tell us what barriers keep you from using the Tribal Library (check all that apply)

    ☐ Inconvenient location

    ☐ Prefer local public library

    ☐ I don't live in the area

    ☐ Not open evening or weekends

    ☐ Limited selection of materials

Other (please specify)

3. Do you have school-aged children? (Circle one)

    Yes   No

4. When you purchase or borrow materials, what format do you **use the most**? (Check one)

    ☐ Printed reading material (books, magazines, newspapers, etc.)   ☐ Audiobooks

    ☐ E-books (Kindle, Nook or other electronic reading device)   ☐ Music CDs or MP3s

    ☐ DVD videos   ☐ VHS videos

5. What is your age? (optional) Check one

    ☐ 18-28   ☐ 65-85

    ☐ 29-45   ☐ 86 or older

    ☐ 46-64

Jamestown S'Klallam Tribal Library Needs Assessment Survey
This will help us understand how we should plan for the Tribal Library.

6. Please rate the following statements regarding the focus and direction of the Tribal library.	Very important ✓	Somewhat important ✓	Not important ✓
The Tribal Library should provide information about American Indians that may not be available in other local public libraries.			
The Library should coordinate with and supplement Tribal programs and activities.			
The Library should coordinate programs with local public libraries and museums.			
The Tribal Library should be the central holding facility for cultural information and resources.			
Information about the resources of the Library should be distributed to the Tribal community on a regular basis.			
Trained staff should be available to assist Library patrons during all hours of operation.			
The Library should provide a comfortable environment for research, study, and recreational reading.			

- Other (please specify)

Jamestown S'Klallam Tribal Library Needs Assessment Survey

7. What services, activities and programs would you like the Jamestown S'Klallam Tribal library to provide?	Very important ✓	Somewhat important ✓	Not important ✓
Services for job seekers			
Library services at Tribal events such as Elders luncheons and Wellness Fairs			
Audio content (for example, music, audio books)			
Video content (for example, movies)			
Access to computers, a range of commonly-used software programs and the internet			
Training in library use and research for students and others			
Information for college applicants			
S'Klallam Language learning tools			
Bookmobile/homebound outreach			
Reading to children			
Literacy programs			
Storytelling			
Information for starting a business, seeking business opportunities or other economic development issues			
Cultural research methods and resources			
Activities related to National Library Week, National American Indian Month, etc.			
Access to health care information			
Access to government information and services (unemployment benefits, tax forms, Medicare, Social Security benefits, etc.)			
Interlibrary lending in partnership with local public libraries			
Speakers programs on topics of interest			
Education resources for students			
Genealogy methods and resources;			

Other (please specify)

_____

_____

Jamestown S'Klallam Tribal Library Needs Assessment Survey

Thank you for your help. We will be using this information in a variety of ways as we try to make the Tribal Library the best it can be for you. If you have any questions, please call Leanne Jenkins, Planning Director, at 360-681-4669.

8. If you would like to participate in future planning for the Library, please enter your contact information below.

Name: _____

Address: _____

City/Town: _____ State: _____ ZIP: _____

Email Address: _____

Phone Number: _____

9. Is there anything else related to the Tribal Library that you would like to share?

_____

_____

_____

_____

RESULTS

Tribal Library Needs Assessment

On average, how often do you visit the Tribal Library?		
Answer Options	Response Percent	Response Count
Weekly or more often	9.8%	4
Monthly	14.6%	6
2-3 times a year	39.0%	16
Once a year or less often	22.0%	9
I have never visited the Tribal Library	14.6%	6
	answered question	41
	skipped question	1

Please tell us what barriers keep you from using the Tribal Library (check all that apply)		
Answer Options	Response Percent	Response Count
I don't live in the area	46.7%	14
Inconvenient location	20.0%	6
Not open evening or weekends	20.0%	6
Prefer local public library	6.7%	2
Limited selection of materials	23.3%	7
Other (please specify)		15
	answered question	30
	skipped question	12

Other (please specify)

- GASOLINE prices and HIGH traffic volume cut into my free time on way 2 work at the casino
- do not use them.
- It would be great if it was open on Saturdays
- Usually buy the information form and outside source. Mostly beading material.
- The materials I check out are for specific functions.
- Usually go on line if I am looking for something
- Not an excuse, but I don't have a card and I don't know how to go about checking out materials. Certainly, I can ask, but I haven't yet.
- I visit it on my breaks at work which I probably wouldn't do if I didn't work her.
- I don't have time to read.
- I do not read that many books from the library or even at home.
- No barriers.
- personal
- I don't use the local library for reading material either. I prefer a different reading material. Romance books.
- I live out of area
- Nothing keeps me from using it but having it open on the weekends would be great.

Do you have school-aged children?

Answer Options	Response Percent	Response Count
Yes	21.4%	9
No	78.6%	33
answered question		42
skipped question		0

When you purchase or borrow materials, what format do you use the most?

Answer Options	Response Percent	Response Count
Printed reading material (books, magazines, newspapers, etc.)	67.6%	25
Audiobooks	5.4%	2
E-books (Kindle, Nook or other electronic reading device)	2.7%	1
Music CDs or MP3s	2.7%	1
DVD videos	18.9%	7
VHS videos	2.7%	1
answered question		37
skipped question		5

What is your age? (optional)

Answer Options	Response Percent	Response Count
18-28	5.4%	2
29-45	21.6%	8
46-64	59.5%	22
65-85	13.5%	5
86 or older	0.0%	0
answered question		37
skipped question		5

Please rate the following statements regarding the focus and direction of the Tribal library.

Answer Options	Very important	Somewhat important	Not important	Response Count
The Tribal Library should provide information about American Indians that may not be available in other local public libraries.	29	7	1	37
The Library should coordinate with and supplement Tribal programs and activities.	21	14	3	38
The Library should coordinate programs with local public libraries and museums.	11	23	2	36
The Library should provide a comfortable environment for research, study, and recreational reading.	31	6	1	38
Information about the resources of the Library	19	15	2	36

should be distributed to the Tribal community on a regular basis.				
Trained staff should be available to assist Library patrons during all hours of operation.	28	6	3	37
The Tribal Library should be the central holding facility for cultural information and resources.	28	9	1	38
Other (please specify)				4
			answered question	38
			skipped question	4

Other (please specify)

- Your Existing Facilities are AWESOME compared to Port Angeles Library U supersede them with pride dignity and assistance where I being native have been treated as inferior and inept at PA Library and also snubbed they have inconsistent levels of service not true here not by far! keep up the EXCELLENT SERVICES! Don't change a thing!
- restricted internet access with name and a pin number acquired from the librarian.
- Not sure what you mean by coordinate programs with local libraries and museums. If they have a function, we should have a function too?
- If the library is not staffed during all hours of operation (which I think seems reasonable) then clear directions must be posted and reiterated (newsletter/ come to library orientation morning).

What services, activities and programs would you like the Jamestown S'Klallam Tribal library to provide?

Answer Options	Very important	Somewhat important	Not important	Response Count
Storytelling	21	12	4	37
S'Klallam Language learning tools	29	7	1	37
Reading to children	23	12	2	37
Literacy programs	22	15	0	37
Training in library use and research for students and others	18	17	2	37
Education resources for students	29	6	2	37
Information for college applicants	20	11	4	35
Services for job seekers	16	11	9	36
Information for starting a business, seeking business opportunities or other economic development issues	12	17	8	37
Access to government information and services (unemployment benefits, tax forms, Medicare, Social Security benefits, etc.)	14	15	7	36
Access to health care information	13	15	9	37
Audio content (for example, music, audio books)	19	16	2	37
Video content (for example, movies)	9	21	7	37
Cultural research methods and resources;	28	8	1	37
Genealogy methods and resources;	20	16	0	36
Bookmobile/homebound outreach	14	20	3	37
Library services at Tribal events such as Elders luncheons and Wellness Fairs	23	9	5	37
Interlibrary lending in partnership with local public libraries	15	17	4	36
Speakers programs on topics of interest	14	18	5	37
Activities related to National Library Week, National	14	20	2	36

American Indian Month, etc. Access to computers, a range of commonly-used software programs and the internet Other (please specify)	24	11	2	37 2	
			answered question		38
			skipped question		4

Other (please specify)

- Your Internet services are exceptionally out of this world I get the best access that isn't restrained by firewalls and I can easily manage bills etc. no where else can i do this without freezing a puter up! KEEP IT UP!
- Bookmobile/homebound outreach for Tribal Elders that may want books would be a good idea provided there is enough interest to be cost effective.

Response Text

- Having the library open on the weekends would be great, especially for those who work. Also, on weekends we sometimes have tourists who would find the library interesting. Since we do not have a museum, tourists having access to the library would be a plus.
- For a tribe of our size we have a great library. It is full of resources and materials are relevant and varied. I think we need to think of more ways so that is used more widely.
- Also, more large print books or ereaders would be a good addition.
- I think it's a great idea! I envision it as a "specialty" library relating specifically to learning about Indian culture, which is why I checked "not important" on those boxes about health care, job seeking and unemployment - there are already agencies available to deal with those issues :)
- If there was any way that library hours could be extended, that would be great for those that are working toward a college degree. I know that when I was going to school I got clearance to be there after hours to work on the computer, as I did not have one at home. For me that was a godsend. The library has grown a great deal over the years. As with any Tribal program there comes a time when expansion and growth are expected or needed.
- I can only participate in surveys and donations regarding the library. I'm a North Carolinian who is eager to borrow resources that pertain to the S'Klallam language. Our tribe was instrumental in my pursuit and acquisition of a Bachelor's Degree from UNC-Wilmington, and I'd like to do whatever I can to help.
- Could the Library expand to include a museum display with rotating artifacts and photos? This might help get people to come more often and become more involved.
- There are several good ideas mentioned to assist students, research, genealogy, medical information and health care via the internet that some may not have access too. Library that can assist with, give access to, a broad field of information would be an excellent library for citizens, staff, or anyone who needs information and don't know how to acquire or research to retrieve what is needed.
- Just a thought or a suggestion.

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Appendix B

SUMMARY
Jamestown S'Klallam Tribal Library Preservation Survey

Funded by the Institute for Museum and Library Services
Professional Assistance Grant #NG-02-04-0039-04

I.   Introduction and Background

- **In the fall of 2005, conservator Laura Reutter and archivist Victoria Davis visited the Jamestown S'Klallam library, offices, and record-holding areas to assess the current storage situation and make recommendations for preservation. They spoke with staff and measured the approximate volume of archival material present in the Tribal facilities.**

II.   Findings

- Library holdings appear to be well organized and safely housed.

- Photographs and some unique and rare materials, however, would benefit from archival storage containers and relocation to a climate-controlled location.

- Audio, film, and video formats will deteriorate over time; translate this information into an archivally stable format.

- Increase room for patrons and provide for growth of collections.

- **Valuable historical material and administratively useful information is in danger of being inadvertently lost or destroyed.**

- **The Tribe needs to take comprehensive control of its records and preserve its valuable history. The Tribe needs a** records management system**.**

  - ➢ there is a serious need for professional decisions and guidance regarding what is historically valuable, what is of diminishing value, and what can be discarded.

  - ➢ by centralizing resources into a single records holding and archival facility, office space could be made available once more for records in current use.

  - ➢ for the orderly retirement of inactive records that need long-term storage.

  - ➢ archival materials of permanent value must also be identified and properly preserved.

III.   Current Conditions

Library

- **For the most part, the library collections are well organized, with approximately 10,000 items searchable by "Resource Mate" software.**

- **The majority of rare items are stored in cabinets, accessible only by the library staff.**

- Library books are stored on open wooden shelving. Photographs are housed in filing cabinets and cupboards. Videos and other materials are stored in cabinets made of wood or particleboard with wood veneer.

Records

- **A variety of filing cabinets, both lateral and upright, storage shelves of unboxed and loose material, oversized documents, and notebooks. The approximate volume is 2,000 linear feet.**

- **The records include paper, photographs, slides, maps, and digital images.**

- **Some are stored in questionable conditions in basements.**

- **The basement area is vulnerable to higher humidity levels and potential flooding.**

- **Records are subject to off-gassing from wooden cabinets, where wood and wood products (primarily oak and particle board) are used in the construction.**

- **There is no comprehensive guide, even informal, to reveal where documents are located.**

- **There is an urgent and definite need for organization and indexing.**

- **The records clutter prime office space.**

Environmental Conditions

- **The storage environment for records, library materials, and artifacts needs improvement.**

- **It is expected that the collections suffer from large fluctuations in relative humidity.**

- **Natural daylight, direct sunlight, and fluorescent lights contain high amounts of damaging ultraviolet light.**

IV.   Recommendations

A. Library Improvements

- Library collections will almost certainly continue to grow and will require more shelf space in years to come.

- Irreplaceable film, video and audio (cassette) tapes that should be duplicated; preferably upgraded into a currently viable format such as DVDs and CDs.

- Special collections should be housed in archival storage boxes and relocated to an area that is dedicated to permanent collections storage. This would include climate control, metal shelving, and a dark storage environment.

B. Records Management

1. Conduct a detailed records survey.

- **This will provide a guide to their historical and administrative importance.**

2. Develop a records retention schedule based on the survey of records.

- **Legal needs in mind: financial regulations and personnel requirements.**

3. Identify and preserve materials that are historically significant and those of permanent value.

- **Clearly identify those records having long term legal, historical or administrative value (archives) and schedule them as permanent.**

4. Dedicate adequate space for the records with room for expansion.

5. Provide appropriate environmental controls for the records storage space.

- **A space that is dry, heated, and pest-free should be adequate for short-term holdings.**

- **For permanent records and materials of historic importance, the Tribe should implement stricter climate control measures.**

6. Monitor the storage conditions.

7. Provide appropriate storage containers for permanent collections.

8. Manage the records and archives.

- **The Tribe needs to plan ahead as to what essential records would be required if flood or fire should destroy originals.**

- **Relocate any records scheduled for long term storage and permanent preservation to the records center. This will free up valuable shelf and cabinet space in offices.**

- **Store microfilm or digital copies of vital records off-site to avert catastrophe in case of fire or a natural disaster.**

9. **Microfilm the collection.**

10. **Provide access and service.**

11. **Create finding aids.**

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APPENDIX C: 1995 Library Long-Range Plan

**LIBRARY LONG-RANGE
PROGRAM PLAN
for
JAMESTOWN S'KLALLAM TRIBE (ca. 1995)**

Goal: the goal of the Tribe is to develop a library to serve as: 1) a center on the Olympic Peninsula for research on American Indian history, culture, art, and contemporary issues; 2) an educational and informational tool for Tribal members; 3) a source of cultural information and understanding for Tribal youth; and 4) a resource for Tribal staff and Council in enhancement efforts for Tribal programs and concerns.

Objectives

■ Develop a comprehensive plan for a broad-based library focusing on priority areas identified in Tribal library goal statement above.

■ Develop a systems framework for the library via computer aided cataloging, referencing, inter-library loans and checkouts.

■ Establish a Tribal Library Committee, representing Elders, educators, youth, and Tribal Council to provide policy guidance to Tribal Library staff.

■ Develop a collection development plan that will support the needs of Tribal people, Council, Tribal programs, and staff.

■ Seek out additional sources of funds, acquire estate collections, and plan for Tribal long-term support through the Tribe's Self-Governance Project.

■ Structure the Library system to be a component of the Tribe's future plans for a cultural center, featuring art gallery, museum, and American Indian library.

THREE YEAR PLAN

YEAR 1

Plan and Establish the Initial Systems Framework

■ Hire a librarian with a Masters in Library and Information Sciences degree at 0.5 FTE to implement the program goals and objectives.

■ Formalize our library's long-range plan which shall include development of the following:
  1. Objectives and accompanying activities to reach library's long-term goal.
  2. A defined collection development plan.

3.	A continuing working relationship with the North Olympic Library System, and other Tribal, special, public and academic libraries.

■	Establish a Library Committee to work with the librarian. Committee will be convened by the Social Services Director and will include the Librarian, library trainees, one Tribal Council member and members of the Tribal community. Community involvement will be actively sought by the Committee.

■	Research and purchase a computerized library system.

■	Begin inputting collection data into automated system, cataloging as necessary. Including all materials in each Tribal office department.

■	Train two Indian staff individuals in basic library science, including understanding of circulation, cataloging, and acquisition software.

YEAR 2

Implementation of Library Systems Plan

■	Expand the librarian's position as appropriate to the collection's needs.

■	Continue on an ongoing basis to add to the collection of Tribal historical documents and archival material.

■	Use available funds from the Department of Education's Title IV Basic Library Services Grant and other new sources to begin implementing the collection development plan defined in the library comprehensive long-range procedures.

■	Finalize the inputting of the existing collection into the computer-based system and further refine cataloging and circulation procedures.

■	Review physical space available to library collection. Purchase additional equipment/furniture to accommodate growth.

■	Establish a Tribal library volunteer program. Review existing volunteer programs in the community, including the North Olympic Library System and the Sequim School District, which can serve as models. Volunteers will include Tribal Elders, parents, and summer youth employees.

■	Research opportunities to purchase estate sale collections and materials available through other libraries which offer duplicate title sales. Purchase/subscribe to reference materials to assist in the purchase of appropriate materials.

■	Set up a "free/exchange book section" for donated and/or duplicated titles.

■ Research sources for continued funding of the librarian position through foundations, grants, and Self-Governance budgeting.

YEAR 3

Community Outreach/Integration with Tribal Programs

■ Retain the staff and expand as needed.

■ Link the Tribal library automated system with all Tribal programs, services, and activities.

■ Research Inter-Tribal loan system opportunities.

■ Coordinate special projects with other libraries in Clallam County, such as past collaborative grants with the North Olympic Library System.

■ Continue to work with the Social Services Elders' Program to provide outreach services to the Elders and shut-ins.

■ Begin utilizing the Library to train Tribal youth in library skills for use in school research and report writing, understanding their culture, and for potential career opportunities.

■ Expand Tribal archives collection and train appropriate Tribal members in archives/records management.

■ Create a link between the Planning, Art Gallery and Library staffs for planning a Tribal museum which will be the future center piece of a new American Indian cultural center on the Olympic Peninsula.

■ Begin formally assessing methods to establish the Tribal Library as the American Indian/Cross Cultural Training Center for the Olympic Peninsula.

FUTURE EXPANSION PLANS

Future expansion should provide employment opportunities for Tribal members including after school and summer youth employment. The experiences associated with working in a library setting will greatly enhance the educational perspective for those involved in its staffing operation. Ideally, such experiences could lead to a Tribal member choosing a career in library science. We plan to have a full-time librarian/archivist and two certified library assistants on staff.

Additionally, we will continue to expand our role as an American Indian regional library and provide opportunities for the general public to interact with our library system and use our resources to expand their knowledge of Indian traditions and culture. It is proposed that our library become a cross-cultural training center that links together the art gallery, library, and future museum. Because the Tribe is already being asked by the larger local community to participate in

efforts of creating greater understanding and respect for cultural differences, the Tribe expects this expansion to serve as an important means of diminishing prejudice and stereotypes regarding minorities.

We will expand our resources to take advantage of the new library bulletin board services and inter-library loan systems.

Tribal Elders and shut-ins will continue to be served and we will establish a formal book delivery system to meet the needs of those in outlying areas of the Olympic Peninsula.

Furthermore, we will continue to add to our collection of American Indian books and related materials and services and will continually research and write grants to help support our program.

The overall goal is to establish a separate facility in close proximity to the existing Tribal Center that will be a center of S'Klallam Tribal Culture. The proposed facility will house and expanded Tribal Art Gallery, a small museum, a cultural arts instruction center, and an American Indian Library. The Jamestown S'Klallam Tribe believes the Tribal library is one of the most critical ways in which restoration, preservation and enhancement of our culture can be accomplished, and the Tribe plans to achieve the overall goals set out in this plan within five to seven years.

APPENDIX D: 21st Century Themes and Literacies

Learning and Innovation Skills

CRITICAL THINKING AND PROBLEM SOLVING

Reason Effectively

• Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

• Effectively analyze and evaluate evidence, arguments, claims and beliefs
• Analyze and evaluate major alternative points of view
• Synthesize and make connections between information and arguments
• Interpret information and draw conclusions based on the best analysis
• Reflect critically on learning experiences and processes

Solve Problems

• Solve different kinds of non-familiar problems in both conventional and innovative ways
• Identify and ask significant questions that clarify various points of view and lead to better solutions

CREATIVITY AND INNOVATION

Think Creatively

• Use a wide range of idea creation techniques (such as brainstorming)
• Create new and worthwhile ideas (both incremental and radical concepts)
• Elaborate, refine, analyze, and evaluate ideas in order to improve and maximize creative efforts
• Demonstrate imagination and curiosity

Work Creatively with Others

• Develop, implement, and communicate new ideas to others effectively
• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
• Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

• Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

COMMUNICATION AND COLLABORATION

Communicate Clearly

• Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
• Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
• Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual)
• Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Collaborate with Others

• Demonstrate ability to work effectively and respectfully with diverse teams
• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

VISUAL LITERACY

  • Demonstrate the ability to interpret, recognize, appreciate, and understand information presented through visible actions, objects and symbols, natural or man-made[6]

SCIENTIFIC AND NUMERICAL LITERACY

  • Demonstrate the ability to evaluate the quality of scientific and numerical information on the basis of its sources and the methods used to generate it
  • Demonstrate the capacity to pose and evaluate scientific arguments based on evidence and to apply conclusions from such arguments appropriately
  • Demonstrate ability to reason with numbers and other mathematical concepts

CROSS-DISCIPLINARY THINKING

  • Apply knowledge, attitudes, behaviors, and skills across disciplines in appropriate and effective ways

BASIC LITERACY

• Demonstrate the ability to use language to read, write, listen, and speak.

Information, Media and Technology Skills

INFORMATION LITERACY

Access and Evaluate Information

• Access information efficiently (time) and effectively (sources)
• Evaluate information critically and competently

Use and Manage Information

• Use information accurately and creatively for the issue or problem at hand
• Manage the flow of information from a wide variety of sources
• Apply a fundamental understanding of the ethical/ legal issues surrounding the access and use of information

MEDIA LITERACY

Analyze Media

• Understand both how and why media messages are constructed and for what purposes
• Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
• Apply a fundamental understanding of the ethical/ legal issues surrounding the access and use of media

Create Media Products

• Understand and utilize the most appropriate media creation tools, characteristics, and conventions
• Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT (INFORMATION, COMMUNICATIONS AND TECHNOLOGY) LITERACY

Apply Technology Effectively

• Use technology as a tool to research, organize, evaluate, and communicate information
• Use digital technologies (e.g., computers, PDAs, media players, GPS, etc.), communication/ networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy
• Apply a fundamental understanding of the ethical/ legal issues surrounding the access and use of information technologies

21st Century Themes

GLOBAL AWARENESS

• Use 21st century skills to understand and address global issues
• Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
• Understand other nations and cultures, including the use of non- English languages

FINANCIAL, ECONOMIC, BUSINESS, AND ENTREPRENEURIAL LITERACY

• Demonstrate the ability to make appropriate personal economic choices
• Understand the role of the economy in society
• Apply entrepreneurial skills to enhance workplace productivity and career options

CIVIC LITERACY

• Participate effectively in civic life through knowing how to stay informed and understanding governmental processes
• Exercise the rights and obligations of citizenship at local, state, national, and global levels
• Understand the local and global implications of civic decisions

HEALTH LITERACY

• Obtain, interpret, and understand basic health information and services and use such information and services in ways that enhance health
• Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
• Use available information to make appropriate health-related decisions
• Establish and monitor personal and family health goals
• Understand national and international public health and safety issues

ENVIRONMENTAL LITERACY

• Demonstrate ecological knowledge and understanding of how natural systems work, as well as knowledge and understanding of how natural systems interface with social systems
• Demonstrate understanding of the relationship between beliefs, political systems, and environmental values of various cultures
• Demonstrate understanding of environmental issues caused as the result of human interaction with the environment, and knowledge related to alternative solutions to issues
• Demonstrate active and considered participation aimed at solving problems and resolving issues

Life and Career Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

• Adapt to varied roles, job responsibilities, schedules, and contexts
• Work effectively in a climate of ambiguity and changing priorities

Be Flexible

• Incorporate feedback effectively
• Deal positively with praise, setbacks, and criticism
• Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

• Set goals with tangible and intangible success criteria
• Balance tactical (short-term) and strategic (long-term) goals
• Utilize time and manage workload efficiently

Work Independently

• Monitor, define, prioritize, and complete tasks without direct oversight

Be Self-directed Learners

• Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
• Demonstrate initiative to advance skill levels towards a professional level
• Demonstrate commitment to learning as a lifelong process
• Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

• Know when it is appropriate to listen and when to speak
• Conduct oneself in a respectable, professional manner

Work Effectively in Diverse Teams

• Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
• Respond open-mindedly to different ideas and values
• Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

• Set and meet goals, even in the face of obstacles and competing pressures
• Prioritize, plan, and manage work to achieve the intended result

Produce Results

• Demonstrate additional attributes associated with producing high quality products including the abilities to:

  – Work positively and ethically
  – Manage time and projects effectively
  – Multi-task
  – Participate actively, as well as be reliable and punctual
  – Present oneself professionally and with proper etiquette
  – Collaborate and cooperate effectively with teams
  – Respect and appreciate team diversity
  – Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

• Use interpersonal and problem-solving skills to influence and guide others toward a goal
• Leverage strengths of others to accomplish a common goal
• Inspire others to reach their very best via example and selflessness
• Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

• Act responsibly with the interests of the larger community in mind

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