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## Uplifting Authentic Native American Voices in the Library

<b>Grant Name</b>	Uplifting Authentic Native American Voices in the Library	<b>Record Type</b>	LEADING for Equity Grant
<b>Project Lead</b>	<del>XXXXXXXXXXXX</del>	<b>Grant Type</b>	EqLEAD
<b>School</b>	District Elementary Schools	<b>Academic Year</b>	2022-23
<b>Site(s)</b>	District Elementary Schools	<b>Grant Status</b>	Active
<b>Co-Lead</b>		<b>Grant/Application Update</b>	
<b>Co-Lead Email</b>		<b>Final Rating</b>	Full Funding
<b>Co-Lead School/Org &amp; Role</b>		<b>Grant Awarded</b>	Awarded
<b>BUSD Project Director</b>		<b>Amount Awarded</b>	\$5,143
		<b>BHSDG Contribution</b>	
<b>School No.</b>	1	<b>Awarded + BHSDG</b>	\$5,143.00
<b>Grant Number</b>	113		
<b>School-Grant No.</b>	1-113	<b>Funded Amount</b>	
<b>Type-School-GrantNumber</b>	EqLEAD-1-113	<b>Funder</b>	
		<b>Funder Details</b>	
<b>Amount Requested</b>	\$5,143.00		
<b>Title Alternate</b>		<b>Total Amount - Payments</b>	\$4,818.77
<b>Project Summary</b>	This new collection of Native American materials has been carefully curated to uplift authentic voices and spotlight the diversity of our past and present.	<b>Total Amount Remaining</b>	\$324.23
		<b>Prepaid to BUSD - Certificated</b>	\$0.00
<b>Project Lead Email</b>	<del>XXXXXXXXXX</del> @berkeley.net	<b>Prepaid to BUSD - Classified</b>	\$0.00
<b>Project Lead Phone</b>	<del>XXXXXXXXXX</del>	<b>BUSD Staff Pay</b>	<input checked="" type="checkbox"/>
<b>Submitter Name</b>			
<b>Submitter Email</b>		<b>Last Check Given Date</b>	7/18/2022
		<b>Status of Receipts</b>	

OK to share with BHSDG

Status of Refund

Amount Returned

Grant Notes

~~7/12 email from Dawn " I will be using 4 different vendors - Follett, Amazon, and 2 independent bookstores. What is the best way to place the orders? I am new to this process. Do most people pay themselves on a credit card and get reimbursed or are you able to pay vendors directly?". Told her we can pay vendors directly except Amazon.  
10-11-22 DR completed G&E LC w/ ZW~~

Carryover Amount

Carryover next year

# of Follow-up Reports 0

Last Follow-up Rpt Rec'd

Request FU Rpt?

Offer interview?

Follow-up Extension

Follow-up Report Notes

Application Information

Position in BUSD	Librarian/Media Specialist	Priority Area(s)	Positive Racial Identity Development/Culturally Relevant Learning
Department	Library	Other Priority Area	
Release Time		# of Students Served Directly	1,750
Teacher - Subject		# of Students Served Indirectly	
TSA - Subject		Students Served	all BUSD elementary students - focused on 4th and 5th graders
Total Years of Experience	16th to 20th year		
Total Years in BUSD	5th to 10th year	Project Lead - Race/Ethnicity	White
		Race/Ethnicity - Description	

Identity - Description

# of Collaborators 1

Additional Collaborator Information

Collaborators that will implement include all 11 Elementary Library Media Staff, Library Tech at BIS, 2 Library TSAs. Collaborators that worked on writing the grant: 2 BHS CAS senior interns, ~~Michelle Gordon~~ and ~~Wendy Lee~~, ~~Michelle Gordon~~ Library TSA, ~~Michelle Gordon~~ LMS, ~~Michelle Gordon~~ LMS

Role of Equity - For Whom

All BUSD students and grades will have access to the books and materials, but the primary focus is on 4th and 5th-grade students. All in-person elementary school students visit the library for 30-45 minutes a week and will be exposed to the new book selections through storytimes, book talks, and student and teacher check out; Berkeley Independent Study's Library Technician will also promote the books to students and teachers via electronic communications, their library webpage and, when possible, virtual class visits or assemblies.

Role of Equity - By Whom

Designed Project: ~~Michelle Gordon~~ Library Media Specialist Leading it: ~~Michelle Gordon~~ Library TSA, ~~Michelle Gordon~~ Library TSA, ~~Michelle Gordon~~ LMS, ~~Michelle Gordon~~ LMS, ~~Michelle Gordon~~ LMS, ~~Michelle Gordon~~ LMS, ~~Michelle Gordon~~ LMS, ~~Michelle Gordon~~ LMS, ~~Michelle Gordon~~ LMS, ~~Michelle Gordon~~ LMS, ~~Michelle Gordon~~ LMS, ~~Michelle Gordon~~ LMS, ~~Michelle Gordon~~ LMS

Role of Equity - What

According to Debbie Reese, a Nambé Pueblo scholar, educator, and founder of American Indians in Children's Literature, as well as many experts in the field of children's literature and ethnic studies, many of the informational texts about Native American tribes and cultural regions published by the mainstream and educational market misrepresent Native American culture or leave out key facts about colonization, Native history, and contemporary Native American life. This new collection of Native American materials has been carefully curated to uplift authentic voices and spotlight the diversity of our past and present. Library Media Specialist staff collected titles as a group, looked for professional reviews, and reviewed hard or digital copies of the titles. These materials will see plenty of use, as students will seek access to these books for curriculum-driven projects, teachers will bring them into classrooms, and students will take them home for independent reading. Within this focus on Native American materials, we will also be prioritizing biographies, which will allow us to serve doubly toward curricular goals, as multiple grade levels complete biography research projects throughout the year. In addition to prioritizing authentic voices, since Native American misrepresentation continues to be a significant problem in currently published informational/educational texts, we will be using the National Museum of the American Indian's checklist - <https://americanindian.si.edu/nk360/pdf/Native-American-Literature-in-Your-Classroom-Worksheet.pdf> - for evaluating books on Native American topics. We will also use the checklist to evaluate the books in our existing collections.

Role of Equity - How

Introduce all Library Media Specialists to the new titles. During a Library Media Specialist's staff meeting, grant leaders will feature the new purchases to BUSD's Elementary Library Media Specialists. The presentation will provide the Library Media Specialist staff with an overview of the information covered in each book or series, the grade level(s) each book or series is intended for, and other practical details. We will also review the criteria for removing historically inaccurate or out-of-date titles from our collections. Introduce 4th and 5th Grade teachers to the new titles. The grant leaders will provide a written annotated bibliography of the new titles, which Library Media Specialists will distribute to the appropriate teachers at their school site. Introduce students to the new titles. Library Media Specialists will find out from their site's teachers when units that would benefit from the use of these materials will be studied in their classrooms. At that point, Library Media Specialists will use part of a library class to feature a few of the new titles and show students how to find them in the stacks. Time permitting, Library Media Specialists will also read aloud one of the picture book selections to generate interest and excitement in the new titles. Introduce the whole school community (families, teachers, and students) to titles. Titles that fit the criteria will also be included in our annual Indigenous Heritage reading list, which is sent out to the whole school community, and posted on the library website.

Systems Change - Who at School Sites

All 12 BUSD elementary schools will be part of this project - this includes BIS, which began formally building its own independent physical library collection this year. Each elementary

school's Library Media Specialist will serve as the site point person to prepare the new titles for circulation and promote their use by classroom teachers and students.

<b>Systems Change - Who from District</b>	The two District Library TSA's will help coordinate the project and provide technical support to the site Library Media Specialists. They will assist in preparing the annotated bibliography and including it in the research pathfinders on the library website.
<b>Systems Change - What Systems Support</b>	The Library Media Specialists will use at least one Library Media Specialist meeting to introduce the new titles and discuss strategies to promote their use. The Library TSAs will also lead a discussion about how to weed outdated titles from each site's collection. We will also use our existing listserv and Google Classroom to share practical ideas, questions and answers, and success stories.
<b>Goal #1</b>	<b>Goal 1:</b> Students will have access to new, updated titles that accurately portray Native American history and contemporary life.
<b>Goal #2</b>	<b>Goal 2:</b> Teachers will have access to new, accurate titles that support and supplement their classroom learning goals.
<b>Goal #3</b>	<b>LMS</b> will retire old/dated Native American-related books in their respective libraries, using Debbie Reese's criteria, to modernize their collections.
<b>Goal #1 Evaluation</b>	Library TSAs will run reports on student circulation numbers at all sites in May. Library Media Specialists will provide paper surveys to 4th and 5th-grade teachers during their regular library time in May. Library Media Specialists will send these paper surveys to <del>the</del> <del>will</del> <del>enter</del> these into a Google form by the end of May. At the end of May, there will be time at a Library Media Specialist meeting for collecting anecdotal data and feedback to include in the final evaluation report.
<b>Goal #2 Evaluation</b>	Library TSAs will run reports on student circulation numbers at all sites in May. Library Media Specialists will provide paper surveys to 4th and 5th-grade teachers during their regular library time in May. Library Media Specialists will send these paper surveys to <del>the</del> <del>will</del> <del>enter</del> these into a Google form by the end of May. At the end of May, there will be time at a Library Media Specialist meeting for collecting anecdotal data and feedback to include in the final evaluation report.
<b>Goal #3 Evaluation</b>	Collect & share information about what worked and didn't work in the "weeding" process from LMSs at the end of year debrief.
<b>Additional Information</b>	
<b>Timeline</b>	August/September Order books and Process books - cover with Mylar and/or book tape October/November Deliver books to schools - books/materials will be delivered by TSAs or picked up at an in-person Library Media Specialist meeting Set aside time in a library meeting to introduce new materials, weeding criteria and feature new titles to all Library Media Specialists January/February Share materials with 4th and 5th-grade teachers via email Optional - LMS staff use a new book to feature or as a read-aloud during library time May Library TSAs will collect circulation data using statistics from Destiny (library circulation program) and send the data to <del>the</del> <del>will</del> <del>enter</del> Library Media Specialist. Conduct teacher surveys. Library Media Staff staff will give paper surveys to 4th and 5th-grade teachers during their library times and send them to <del>the</del> <del>will</del> <del>enter</del> . <del>the</del> will enter this data and summarize it in a final report. June <del>the</del> Williams will turn in the evaluation report with circulation data, teacher evaluation data and any anecdotal information gathered.
<b>Link to Budget</b>	<a href="https://docs.google.com/spreadsheets/d/1pwTwBYBk-g94MzHUzviGI3fT7S27imNng2EQTESGFRo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1pwTwBYBk-g94MzHUzviGI3fT7S27imNng2EQTESGFRo/edit?usp=sharing</a>

## Committee Information