

Project Justification

Our project falls into Goal 2, “Improve the educational program related to specific topics and content areas of interests to library patrons and community-based users,” using related objective 2.1 and 2.2 respectively stating: Objective 2.1, support the identification of the needs and interest of learners and objective 2.2, support the development and implementation of classes, events, teaching tools, resources, and other educational services. The Goal 2 and objectives will support to strengthening community-based users and non-users of GTB Heritage library with preserving Tribal traditions by educating and communicating the rich history of GTB with a makerspace for youth and increasing literacy/storytelling opportunities for zero to eight-year old’s, providing cultural books for adults, and including music education. In addition, providing a stress relieve avenue for patrons.

The GTB Heritage Library is located at Peshawbestown in Leelanau county. The condition assessment of the Heritage Library has four sections and a storage area. The computer section has 8 computer workstations for users’ needs, which are hooked up to the library/education printer for printing homework, resumes, internet searches, research, and other documents. This section also has two tables for users to do homework, read books, or work on projects. The second section has adult and children’s fiction, non-fiction, and informational books and a reader sitting space for library users. The books are arranged in the Dewey decimal system and cataloged into Atrium; our Integrated Library System purchased from BookSystems.com. Through Book Systems we also have a functioning website: <http://www.gtbindians.booksys.net/opac/gtbindians/index.html#menuHome>. The third section is the maker space. The fourth section is the staff workspace where the Tribal Librarian is located for questions, material, and loans. The building operation and maintenance is maintained by the Tribal Maintenance department. They also maintain the landscape around the building. The Heritage Library is a shared building: the library side uses 1855 square feet and the youth program uses 2096 square feet on the other side of the building.

In 2020, a Community Needs Assessment was conducted, 60% of GTB members responded within the six-county service area. It was identified that 64% of households has an income under \$49,999. This assessment also revealed that 34% are at or below the Federal Poverty Level. The GTB median household income is at \$32,500. The State of Michigan median income is \$59,584. The GTB income is 45.46% less than the State of Michigan median income. Further, the demographics of GTB has a six-county service area located in rural northwest Lower Michigan, which includes Antrim, Benzie, Charlevoix, Grand Traverse, Leelanau, and Manistee Counties. The administrative offices are in Peshawbestown which falls within Leelanau County, with satellite offices located in Benzie, Charlevoix, and Grand Traverse Counties. The COVID-19 era has caused disruption for 67% of tribal members who have one or more children at home. The COVID-19 era limited access to educational supplies and assistance at 49%. On top of that 70% of the respondents reported a major and minor impact on mental health. The assessment also revealed that closures of businesses, Tribal government offices and programs have impacted 60% of the respondents in terms of their living situations and ability to participate in cultural events and activities.

The COVID-19 era has brought unprecedented changes and challenges with GTB Tribal government and Heritage Library services. The Tribe changed to safeguard the Tribal and library employees by migrating to a new way of work. Service from the library included: curbside, virtual conferencing events, outdoor events, and appointments. The Library was closed from March 16, 2020 and reopened on June 15, 2020 with limited services. Though there were challenges to provide services, the Tribal librarian found ways to continue services with virtual platforms and curbside pickup from June 15, 2020 to May 14, 2021. The Tribe continued with COVID-19 protocols opening slowly from May 17, 2021 with appointments and outside activities. The resurgence of COVID-19 prompted a decision by the Tribe to close including the Heritage Library in October 2021 to February 2022 to the public with appointments. The Tribe continues with updating COVID-19 protocols, as of March 2022, the Tribe and Heritage Library are open to the public at 50% capacity in a building. The Heritage Library is one program that was continued during the pandemic even though we were closed to the public (i.e., funded from IMLS NG3019023019). The Tribe would like to continue offering

Heritage library services to its Tribal community and others; and preserve the history and more importantly, truth of our Anishinaabe people.

The economic circumstances of the Tribe have been impacted in the past two years. On April 29, 2020, the Tribal Council voted to reduce the Tribal wide FY 2020 operating budgets from \$8.5 million to \$3.625 million, which is approximately a 42.6% reduction in all tribal programs including cash matching. The FY 2021 (10.1.20 to 9.30.21) was affected as well. The COVID-19 era has also brought preexisting issues to light.

Though we faced many challenges in the past two years, the Tribal Librarian (i.e., funded from IMLS NG3019023019) has been innovative beyond the conventional library services. The Tribal Librarian used a virtual platform to host storytelling and makerspace classes. The Tribal Librarian offered library users curbside-pickup kits for these activities. The Tribal Librarian also hosted outdoor activities based on Library User Surveys published in the GTB Newsletter, posted on the Tribal and Heritage Library websites, and the Leelanau Parenting Communities Newsletter and local public libraries in Leelanau county. The programming for outside activities/classes included adult Tai Chi and children's Wing Chun Kung Fu to relieve stress and help combat the psychological impact of COVID-19. Tai Chi offers a self-healing mind/body practice that relieves stress, improves balance, coordination, cardiorespiratory function, circulation, and hypertension through mindful movements. The Tribal Librarian is certified in Wing Chun Kung Fu and has studied Tai Chi for 22 years; users requested stress relieve avenues. The Tribe and Tribal Librarian would like to expand the Heritage Library services by offering these stress relief avenues.

The makerspace that we established (funded from IMPL NG3019023019) had very limit use due to COVID-19, the users were not able to experience the makerspace for the Anishinaabe people cultural and hands-on activities at the library. The Grand Traverse Band (GTB) members are Anishinaabe. The activities/classes the Tribal Librarian offered to the families and youths include Autumn and Spring Themed Painting, Halloween Arts and Crafts, Paper Plate Moon Phases, Paper Plate Sundial, Picture Frame Decorating, Kindness Rocks Project, and Group Guitar Classes on Zoom. Supply and activity kits were given out to those who signed up. The Tribal Librarian held cultural activities on Paper Plate Moccasins, Snow Snake Making Workshops, and Snow Snake Throwing. The Snow Snake activities were held outside of the Heritage Library building in Peshawbestown. The traditional snow snake workshop and throwing has not been done in our community for 15 years. Sierra Clark, a GTB tribal member and reporter for the local newspaper the Record Eagle, conducted an interview with the Tribal Librarian and took photos of the December 4, 2021, Snow Snake Workshop. Clark's article and photos were on the front page of the "Culture" section of the paper's Sunday edition (Supporting doc 1, Record Eagle article). This snow snake project was funded by an IMLS grant. The makerspace will also support the Grand Traverse Band Tribal Council's goal to preserve Tribal traditions by educating and communicating the rich history of the Tribe. The Tribal Council Resolution and Motion which demonstrates their support is attached (Supporting doc 2, Tribal Resolution). The Tribe and Tribal Librarian would like to continue offering the makerspace for cultural projects and other activities to preserve Tribal traditions and heritage.

During COVID-19 era, in school year 2021 to 2022 the Tribal Librarian read to children and initiated music education for the HeadStart (HS) and Early HeadStart (EHS) programs at the Tribal Benodjenh Child Center for three classrooms; ages 1 month through 4 years old. Prior to COVID-19 the Tribal Librarian did four classrooms (i.e., 2 EHS and 2 HS). HS/EHS is a federal program for preschool children from low-income families. The books that the Tribal Librarian read to the children are from our cultural point of view and included our Anishinaabe language. The children are also being taught letters, numbers, vocabulary, and songs. In addition, the Tribal Librarian started to bring music education in the classroom to reinforce the current curriculum at Benodjenh. The teachers and Tribal Librarian have seen improvement with vocabulary, numbers, letters, counting and building their academic skills development. The Tribal citizens do not have access to literature like they would in other communities relating to Anishinaabe. Further, as of the 2021-2022 school year the Suttons Bay Elementary Schools does not have a music curriculum for grades kindergarten to sixth: due to budget cuts. Music classes for children help them in cognition. Research has found that early childhood music development facilitates and enhances children's learning in subjects such as math, science, and language

development. A child learning about music taps into multiple skill sets, often simultaneously such as using their ears and eyes, large and small muscles, and brain. A music-rich experience for children of singing, listening, playing, and moving benefits them in many ways (pbs.org/parents/thrive/the-benefits-of-music-education-and-austinchildrensacademy.org/the-montessori-benefits/music-education-early-childhood/). To support the students to become proficient readers, the Tribe and Tribal Librarian would like to expand the reading and Storytime to include music education for children zero to eight years old.

The Tribal Librarian has reached out to local school districts to share the events and activities of the GTB Heritage library. It was found the Sutton Bay School (SBS) library is for kindergarten through fifth grade only; in addition, there is no library for SBS students from sixth through twelfth grade. SBS is the nearest school by the main GTB government and reservation (i.e., 3.5 miles from Peshawbestown to SBS). The interest came from elementary educators for the Tribal Librarian services. The services included going into the classroom and reading children books from our cultural point of view. This sharing of information developed a camaraderie with the Tribe, Heritage Library, community, and SBS. The Tribal Librarian has received requests to come back to read to them from the children and teachers. To support the Tribal Librarian with programming, library training is needed to enhance the Tribal Librarian knowledge to gain new skills to implement in the programming.

In addition, Northwest Education Services covers schools in the following counties: Leelanau, Benzie, Grand Traverse and Antrim. They display the following of their student population with English Language Arts (ELA) into five basic categories (i.e., reading, writing, speaking, listening and viewing):

Year	#3rd Grade All Students	#3rd Grade All Students % Proficient	#3rd Grade Students Native American % Proficient
2017-2018	1532	52.6%	≤ 20%
2018-2019	1488	22.3%	< 3%
2019-2020	1562	data not recorded	
2020-2021	1429	22.3%	< 3%
Reference: MI School Data (www.mischooldata.org)			

The percentage of ELA proficiently is decreasing for Native American students in 3rd grade from 52.6% in 2017/2018 to < 3% in 2020/2021 school years unable to meet their curriculum within at school. Beyond Native American students in 3rd grade, all other students' ELA proficient from 52.6% in 2017-2018 to 22.3% in 2020/2021. This is likely due to COVID-19 modified teaching delivery in schools. In addition, 2016 Michigan Legislature passed a law "Read by Grade Three" requiring schools to identify students who are struggling with reading and writing and to provide additional help. The law states that third graders may repeat third grade if they are more than one grade level behind beginning with the 2019-2020 school year (Supporting doc 3, Michigan Department of Education – Early Literacy Initiative). This demonstrates there is a problem and need for reading from zero through eight years for Native Americans and other students that will get access to the Tribal Librarian in the classroom for reading Native American cultural stories.

As mentioned above, the GTB Heritage library scope will support strengthening community-based users and non-users of GTB Heritage library with preserving Tribal traditions by educating and communicating the rich history of GTB with a makerspace and increasing literacy/storytelling opportunities for zero to eight-year old's, providing cultural books for adults, and including music education. We realize that if our children are introduced to the library on a regular basis by some means such as the propose reading program, it will improve the quality of their learning and it is an essential skill for them in their working lives.

The GTB Heritage Library serves the GTB community, their families and local community. The target group users will be nearly 1942 across the Tribal six county services area: as well as students, educators, and other users. The Tribal Librarian has involved user input in the planning of this IMLS project as they participated in community assessment surveys and interviews.

Target groups immediately and positively impacted by our project will be:

- *Reading and music education in classrooms (Tribal Early HeadStart, ages 0 month to 3 years old);
- *Reading and music education in classrooms (Tribal Head Start, ages 3 years to 5 years old);
- *Reading and music education in classrooms (Kindergarten through third grade, 5 years old to eight years old) at local elementary schools;
- *Tribal Adults users in the GTB Tribal six-county service area for use of library; and
- *Tribal youth users in the GTB Tribal six county service area for use of the makerspace and library.

The GTB community within the six-county service area for age 0-8:

Grand Traverse Band Of Ottawa & Chippewa Indians													
Community Profile													
24-May-21													
Ages	Antrim		Benzie		Charlevoix		Grand Traverse		Leelanau		Manistee		TOTAL
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
0-1	0	2	0	0	2	1	4	3	8	5	0	0	26
2	0	2	0	1	1	0	5	3	3	1	0	1	17
3	1	0	0	1	0	2	5	3	3	3	0	1	19
4	2	1	0	0	1	1	2	3	5	2	0	0	17
5	0	1	1	0	0	1	4	2	6	6	0	0	21
6	0	0	2	0	4	1	7	1	4	4	0	0	23
7	0	2	1	0	0	0	8	6	6	4	0	0	27
8	1	1	0	1	0	1	5	4	4	7	0	0	24
	9	19	14	12	25	20	105	88	109	110	1	3	515

The GTB total community within the six-county service area and outside the six-county service area:

Antrim		Benzie		Charlevoix		Grand Traverse		Leelanau		Manistee	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
44	53	70	74	101	102	379	387	352	338	19	23
	97		144		203		760		690		42
TOTALS FOR 6 COUNTIES											
		Female		Male							
		965		977							
Total 6 County				Total Outside 6 County				Total Membership			
	Female	Male		Female	Male		Female	Male		Female	Male
0-20	263	252	515	184	214	398	0-20	447	466	913	
21-54	487	520	1007	663	656	1319	21-54	1150	1176	2326	
55-98	215	205	420	293	237	530	55-91	508	442	950	
	965	977	1942	1140	1107	2247		2105	2084	4189	

The beneficiaries for reading with music education includes ages 0 through 8 years old in the Tribal six county service area. The main Intermediate School District (ISD) in our six-county service area is Northwest Education Services: the ISD serves the educational needs of our local school districts. Northwest Education Services student total count for preschool through second grade, ages 3 through 8, is 6103. Most of our GTB children ages zero through 8 years old are in Leelanau and Grand Traverse Counties (i.e., 219 Leelanau and 193 Grand Traverse counties). Also, our children zero through eight years old will benefit by improving their quality of learning which is an essential skill for them into their working lives. In addition, other children in the classrooms will benefit from the same programming. Below is the table of student count for Northwest Education Services (Grand Traverse, Leelanau, Benzie, Antrim, and Kalkaska):

Location Name	School Year	Grade	Student Group	Student Count
Northwest Education Services	2020-21	Early Childhood	All Students	1,560
Northwest Education Services	2020-21	Kindergarten	All Students	1,609
Northwest Education Services	2020-21	1st	All Students	1,440
Northwest Education Services	2020-21	2nd	All Students	1,494
Total				6,103
Reference: MI School Data (www.mischooldata.org)				

We believe that literacy is key to future success and this project is an effort to jumpstart children's interest in reading, culture, and music education which all have long term academic success.

The makerspace beneficiaries will be the Tribal youth, community, and their families. The users could be up to 1942 tribal citizens and their families that are in the Tribal service area. Additionally, this will also include Tribal citizens and others that visit the area during the summer months.

The beneficiaries of the culture books for the children and adults will be the Tribal youth, community, and their families. The users could be up to 1942 tribal citizens and their families that are in the Tribal service area. In addition, that will include Tribal citizens and visitors to the area during the summer months.

The beneficiaries of the Tai Chi and Wing Chun Kung Fu will be our youth ages 7 through 17, adults, and other users that attend the lesson at the Heritage Library and Tribal outposts who have requested stress relief avenue.

Project Work Plan

The first activity is to retain the librarian and continue library services. The Librarian will have a schedule of activities that will include an order of sequence. Some of these events will be on a seasonal (quarterly) and continuing basis. The reason for the seasonal approach is that the activity will be based on cultural activities that are done during a certain time of year. A few of these activities will be held on a Saturday to meet the needs of the community. We will make notice of the activities to the GTB Newsletter with a flyer and Nixel. Nixel is a text notice of activities that is sent to the Tribal community. The Librarian will ensure these flyer notices get out to the Tribal community and its users.

Beginning in September 2022, the librarian will formalize partnership with schools to schedule classroom reading in kindergarten to through third grade near the main reservation within Leelanau and Grand Traverse counties. Partnership building with the schools will be ongoing. Continue partnerships with the following: Sutton Bay Schools (kindergarten to 12th grade), Benodjenh Child Center (Tribal HeadStart/Early HeadStart) program, Traverse Heights Elementary (preschool to fifth grade), Traverse Area District Library (NEA Big Read program), Sutton Bay Bingham district library, Glen Lake community library, Leelanau township library, and Charlevoix public library. The sequence of the activities includes: Purchasing reading material on culture for storytelling and musical instrument for children. Prior to this the following activities will be held during this grant period: Reading and music education in classrooms (Tribal Early HeadStart, ages 0 month to 3 years old), Reading and music education in classrooms (Tribal HeadStart, ages 3 years to 5 years old), Reading and music education in classrooms (Kindergarten through third grade, 5 years old to eight years old) at local elementary schools. The Tribal Librarian will setup a schedule with the schools for these reading activities. During purchasing of the children's reading material will be also purchasing cultural books for adults. Following this, materials will be purchased for the makerspace prior to the activity. The sequence of activities for the maker space includes: Tree Leave Identification Project Booklet Activity under age 17, Snow Snake Making Workshop and Game, Dream Catcher/ traditional activity for protection, sweetgrass braid, make a miniature Wigwam or Canoe, Origami Kit, Painting activity, make a Wood Cutting Board, make a Walking Stick, and make Traditional Moccasins. During the grant period, in the spring, summer and fall months, the

Tribal Librarian will have lessons for Tai Chi for Adults and Senior Citizens for stress relief and relaxation. Also, during the same time (i.e., spring, summer and fall months) Wing Chun Kung Fu lessons will be held for children. The Tribal Librarian will setup a monthly activity calendar listing all activities which will include a schedule of time and date for the users and community; sign-up sheet will be available for programming with limited items. On-going evaluations will be conducted with teachers and users using interviews, surveys and questionnaires for each activity. Data will also be collected from the sign-in sheets and other intake forms to count students, participation activities, supplies, and effectiveness of programming.

The risk is community engagement of the unknowing spread of COVID-19. Other risk includes inclement weather, closing of Tribal Government and Heritage Library. To continue Heritage Library services during any of these risks, we would return to using a virtual platform and curbside services. In the event of inclement weather, we will reschedule any missed activity for another day; as close as possible to the original date of the activity. The Tribal Librarian will troubleshoot continuously through evaluation and collaboration with management of the risks and or library patron's concerns. Throughout, we will monitor safety, ensuring we proceed following the most recent guidance from the Tribal COVID-19 protocols. We will adapt and pivot when necessary to mitigate any disruptions to the programming.

The Tribal Librarian will plan, implement, and manage the projects and activities. The Tribal Librarian as experience managing the Tribal Library operations and the community projects and activities (funded by IMLS NG3019023019) grant. The Tribal Librarian will have a schedule for reading at the schools and monthly activity, as mentioned earlier. The Tribal Librarian has a Master of Art degree in Music History with studies on the effect of music on early cognitive childhood development. The Tribal Librarian would like to incorporate his skills and experience in Tai Chi and Wing Chun Kung Fu as well by offering classes to the community. Our Indian Education/Project Director will oversee the overall management of the project along with the Education Manager to ensure the goals and objectives are being met. The project team for this grant is the Tribal Librarian, Indian Education/Project Director and Education Manager.

This project will not be possible without IMLS funding to compensate the operation of Tribal Library services and activities. To have the Library functioning we need a Tribal Librarian. We are confident the selected project team consisting of staff in the Life Long Learning/Education department has the experience, qualifications, and available time needed to implement this work effectively. The Education department staff benefits from the oversight of the Tribal Management, Chief Financial Officer, and Office of Management and Budget (OMB): all the respected leaders, Tribal Councilors, support the project. The time we need to have a successful operating Heritage Library is 24 months. The resources needed for this project will be the Librarian, and items for the activities listed above. We also have items from the previous IMLS grant that we plan to use for the activities. The Tribe will also provide cost-sharing (i.e., match) for indirect because the Heritage Library services has been an asset to the community during this difficult time. We will invite the GTB Editor of the GTB Tribal Monthly Newsletter to share the current library activities in the newsletter. In addition to the Librarian, we need a few Contractors to support the traditional projects such as the moccasins project and dream catcher project.

The Tribal librarian, Francis Carew, will capture the data and findings he has collected from the users and through his own observation notes. The Tribal librarian will share the findings with the Project Team. The Tribal Librarian will have monthly reports. The monthly reports will be reviewed with the Project Team. A meeting will be held monthly outlining the impact, positive, negative and lessons learned of the programming. Within the monthly meeting the Tribal Librarian discuss the lessons learned and critically review the successes and failures, to find ways for program improvement. The Indian Education/project director will record the findings, outcomes, and lessons learned in the project IMLS grant reports. The grant reports sum up the information in the IMLS Mid Term and Final reports for each year of the grant. In addition, the findings will be shared with our Tribal Officials with the monthly education department report and Tribal management.

Project Results

We seek to strengthen the community by increasing its awareness of our Anishinaabe history, while at the same time positively impacting the public's perception of our culture, in particular among educators/local schools, children, and Tribal citizens.

First the project will build a stronger bridge between the Tribal Library and local schools by developing and providing: culturally responsive programming for users and community in grades K-8 with our partners and new partnerships; and increase their understanding and appreciation for Anishinaabe people and culture through reading and music education. As mentioned earlier, research has found that early childhood music development facilitates and enhances children's learning in subjects such as math, science, and language development (pbs.org/parents/thrive/the-benefits-of-music-education and austinchildrensacademy.org/the-montessori-benefits/music-education-early-childhood/). The children need different learning styles (visual, auditory, tactile, and kinesthetic). We believe that literacy is key to future success and this project is an effort to jumpstart our children's interest in reading, culture, and music education.

Secondly the makerspace will be for all youths to have a space for educational programming while using art and to implement a cultural component. The cultural component will include a drawing, painting, small art items/canoe and wigwam, and any other activity the youth would like to do. This will create a time and place where families can support their children's educational performance in a low stake environment where there is time for exploration and celebration using art at the Heritage Library.

Third the project will reduce stress by offering Tai Chi lessons for adults and Wing Chun Kung Fu for children. This will address the need by offering a relaxation avenue to stress from COVID-19, work, homework, and school for children/students.

The strength of our Tribal community is our children, and the direction those children lead their community in the future is rooted in their education. The results of our reading and music education in the classroom is to build the child/ren self-confidence, build their vocabulary, improve their understanding when they listen, develop their mind and imagination, and create a strong family tie which is vital as the child/ren start to read. Jumpstarting children's interest in reading has been found to have a profound impact on a child's academic and future success regardless of nationality, education level, or parents' economic status. As mentioned earlier, the teachers and Tribal Librarian have seen improvement with vocabulary, numbers, letters, counting and building their academic skills development with children at Benodjenh Child Center (i.e., Tribal HeadStart/Early HeadStart program). Letting the Tribal Librarian reach out to schools where our children and other children are located will expand the service and knowledge of the Anishinaabe; hopefully, changing general misconceptions of the Anishinaabe people and culture.

The results of the Tai Chi and Wing Chun Kung Fu, as mentioned earlier, for adults and children is to offer a self-healing mind/body practice that relieves stress, improves balance, coordination, cardiorespiratory function, circulation, and hypertension through mindful movements. In addition, hand-eye coordination, and physical fitness,

The results of the maker space are to have a creative development platform for children. The children can dedicate their time developing new skills and perspectives and gain knowledge through hands-on item cultural activities. When the activity is meaningful to the children, the children's mind engages in creative thinking and solving problems. We know that culture is an essential catalyst for change in positive attitude for our Anishinaabe people.

The tangible products resulting from our project for reading to children include cultural books for children that will be added to the library collection and cataloged in Atrium. In addition, cultural books for adults that will be added to the library collection and cataloged in Atrium. The Heritage library will have all these books available for the users.

The makerspace tangible products will be the supplies used to create cultural items of the Anishinaabe people. The children will have handmade items which include paintings, drawings, tree leaf identification project booklet, snow snake, moccasins, mini wigwam and canoe, snow snake making, and other items the child/ren is inspired to create.

Tangible memories will also be captured by photos from the GTB editor to be placed in the GTB Tribal monthly newsletter. Those memories will include participants in Tai Chi and Wing Chun Kung Fu, snow snake workshop, makerspace items, and other library activities mentioned in this proposal. As shared earlier, Sierra Clark, a GTB tribal member and reporter for the Record Eagle, conducted an interview with the Tribal Librarian and took photos of the December 4, 2021, Snow Snake Workshop. Clark's article and photos were on the front page of the "Culture" section of the paper's Sunday edition (Supporting doc 1, Record Eagle article): the GTB Editor also placed photos in the GTB Tribal newsletter. This snow snake project was funded by an IMLS grant. The A copy of the GTB Tribal Newsletter is available at Heritage Library for users and available electronically online at gtbindians.org.

The Library Project team will begin implementing plans for ultimate self-sufficiency immediately upon receipt of the grant award. The Grand Traverse Band operates several enterprises, including two casinos. Funds generated from these enterprises support a variety of programs to increase the health and wellbeing of all tribal members. Because these discretionary funds are limited, programs must be able to demonstrate a compelling need. Project staff will consistently work on financial sustainability through monthly reports to Tribal Council including project updates. GTB will continue to engage the community with library community outreach after the grant period with volunteers and the GTB educational program. The GTB Heritage Library results of this Project will be useful in advising other small, rural, Native American libraries. The project staff will continue to monitor the project and its intended outcomes for years after grant completion. The Indian Education/Project Director will catalog the material and track material use, as well as the GTB Information Technology Department who will ensure programs; computers and data storage are current including backup of files on the GTB File server. The hours of operation will continue with the Indian Education/Program Director, and community volunteers. Since the COVID-19 era, the Tribe has been financially constrained, we do plan to ask Tribal Council if they will continue the library services after the grant period with the GTB Education Life Long learning program budget.

Grand Traverse Band of Ottawa and Chippewa Indians
 FY22 IMLS Native American Library Services Enhancement Grant

SCHEDULE OF COMPLETION (Year One)

Date:	22-Sept	22-Oct	22-Nov	22-Dec	23-Jan	23-Feb	23-Mar	23-Apr	23-May	23-Jun	23-Jul	23-Aug
Month:	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1												
Activity 1.2												
Activity 1.3												
Activity 1.4												
Activity 1.5												
Activity 2.1												
Activity 2.2												
Activity 2.3												
Activity 3.1												
Activity 3.2												
Activity 3.3												
Activity 3.4												

SCHEDULE OF COMPLETION (Year Two)

Date:	23-Sept	23-Oct	23-Nov	23-Dec	24-Jan	24-Feb	24-Mar	24-Apr	24-May	24-Jun	24-Jul	24-Aug
Month:	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1												
Activity 1.2												
Activity 1.3												
Activity 1.4												
Activity 1.5												
Activity 2.1												
Activity 2.2												
Activity 2.3												
Activity 3.1												
Activity 3.2												
Activity 3.3												
Activity 3.4												