

Grand Traverse Band of Ottawa and Chippewa Indians
FY2024 IMLS Native American Library Services Enhancement Grant

The Grand Traverse Band of Ottawa and Chippewa Indians (GTB, Grand Traverse Band) became duly acknowledged as a federally recognized Indian Tribe having a government-to-government relationship with the United States by action of the Department of the Interior effective May 27, 1980. The Grand Traverse Band's Reservation and six-county Service Area is in the northwest region of the Lower Peninsula of Michigan. The GTB Service Area for the delivery of federal and tribal services encompasses six counties, an area of 2,580 square miles, which include Antrim, Benzie, Charlevoix, Grand Traverse, Leelanau, and Manistee; the GTB Reservation is located in Leelanau County. All counties in the GTB Service Area are designated as rural by the U.S. Department of Agriculture.

The Grand Traverse Band has 4,167 enrolled members, with 1,951 (46.82%) residing in the GTB six-county Service Area as follows: Antrim (87, or 4.45%), Benzie (145, or 7.43%), Charlevoix (200, or 10.25%), Grand Traverse (794, or 40.7%), Leelanau (686, or 35.16%), and Manistee (39, or 1.99%) (GTB Community Profile, 12.1.23). According to the most recent American Community Survey, the Native American population in Michigan is 45,569 - 0.5% of the total population of Michigan. The Tribal Service Area totals 7,267 square miles as follows counties: Antrim @ 602 square miles, Benzie @ 860 square miles, Charlevoix @ 1,391 square miles, Grand Traverse @ 601 square miles, Leelanau @ 2,532 square miles, Manistee @ 1,281 square miles. The Tribe's government offices are located at four sites where each provides services to all Tribal members: Peshawbestown (main government office), Traverse City (satellite office), Charlevoix (satellite office), and Benzie (satellite office). The distance between the main government office in Peshawbestown and the Benzie office is 53 miles, the Charlevoix satellite office is 78 miles, and the Traverse City office is 31 miles.

The Grand Traverse Band is governed by seven Tribal Council officials who serve 4-year staggered terms. Thirteen Departments of the GTB government manage unique programs with administrative competency, diplomatic skills, and an exceptional sensitivity to the Indian community. These various Departments are under the leadership of an appointed Tribal Manager and full-time Department Managers and include Department 1 (Spirit Moon) Cultural Services; Department 2 (Bear Moon) Public Safety; Department 3 Tribal Management; Department 4 (Sugar Moon) Facilities Management; Department 5 (Snow Crust Moon) Conservation; Department 6 (Blossom Moon) Membership; Department 7 (Berry Moon) Human Services; Department 8 (Rice Moon) Health Services; Department 9 (Changing Leaves Moon) Tribal Court; Department 10 (Falling Leaves Moon) Natural Resources; Department 11 (Freezing Moon) Regulatory; Department 12 (Little Spirit Moon) Education; and Department 13 (Broken Snow Shoe Moon) Legal.

GTB Heritage Library Mission Statement: The Heritage Library will provide a quality atmosphere that supports the community's interests with audio, visual, and printed materials, technology, and programming in a welcoming and respectful way. This will generate interest in exploring new subjects and enjoyment in learning and reading.

Since federal recognition in 1980, GTB's capacity and capability to administer services that the membership needs and desires has grown significantly. The GTB currently administers approximately 90 grants and contracts to offer health, police, fire and safety, social services, education, governmental obligations, and strong fiscal management and accounting services.

Project Justification

Our project falls into Goal 2, “Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users”, using related objectives 2.1 and 2.2 respectively stating. “Objective 2.1: Support the identification of the needs and interests of learners. 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 strengthening community-based users and non-users of the GTB Heritage Library by preserving Tribal traditions by educating and communicating the rich history of GTB and Native American programming with a Makerspace for youth, families, and community members, increasing literacy/storytelling opportunities for zero through five years and kindergarten through third grade, providing culture books for middle and high school students and adults, and providing Makerspace activities at the other three Tribal sites.

The GTB Heritage Library is located in Peshawbestown in Leelanau County, Michigan, a rural area. The building the library uses 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. The building is in fair condition. The building operation, landscape and maintenance are maintained by the Tribe’s maintenance department. The library space has four sections and a storage area. The computer section has nine computer workstations for users’ needs, which are connected 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 Makerspace with tables and cabinets. The fourth section is the staff workspace, where the Tribal Librarian is located for questions, material, and loans. Peshawbestown does not have internet available in the homes. The ruralness has made it challenging for families and children from Peshawbestown (reservation) to use the internet and visit other local libraries. The nearest library from Peshawbestown is Suttons Bay, approximately 4 miles away: the library has unrepresentative resources of the Tribe’s heritage and culture. The GTB Heritage Library addresses the need for our patrons who live on the reservation to have Native American programming, a collection of Native American materials, access to the internet, and other programming.

The Tribe has three satellite offices located in Traverse City, Benzie, and Charlevoix. The offices offer access to the internet and a space with computers for the Tribal community and library patrons. The patrons who live on or near the reservation (i.e., Traverse City, Benzie, and Charlevoix) have contacted the Tribal librarian for Native American programming and asked for more programming. In addition, he shares Native American resources and materials with them. The Tribal librarian has found that the local library near Traverse City, Benzie, and Charlevoix do not provide Native American programming and are unrepresentative of the Tribe’s heritage and culture.

The GTB demographics within GTB service area is a total of 1951 of Tribal members (i.e., adults and children): 35% Leelanau, 41% Grand Traverse, 10% Charlevoix, 4% Antrim and 2% Manistee. Below is a snapshot of GTB member population, December 2023:

Antrim		Benzie		Charlevoix		Grand Traverse		Leelanau		Manistee		
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
37	50	69	76	106	94	409	385	351	335	17	22	
	87		145		200		794		686		39	1951 Total
	4.45%		7.43%		10.25%		40.70%		35.16%		2.01%	100%

The demographics shown above represent a need to provide library programming at the other Tribal satellite offices. The Tribal leadership has also expressed the GTB Heritage Library to have Native American programming, which has been approved by resolution 24-42.3654 (attached).

Most of our students in kindergarten through twelfth grade reside in Grand Traverse and Leelanau counties in 3 school districts: Suttons Bay Schools, Northport, and Traverse City Area Public Schools (TCAPS). The Title IV Indigenous coordinators from Suttons Bay and Northport share their numbers of our Tribal youth and descendants with the Tribe’s Education Department Manager. The Northport Superintendent shares their numbers as well.

	Elementary	Middle School	High School	Total
Suttons Bay Schools	59	35	55	149
Northport	20	7	14	42
TCAPS	67	40	66	173

The Title IV Indigenous coordinators and Northport Superintendent all have shared the same information with the Tribe’s Education Department Manager: they would like the Tribe to share Native American cultural programming with their students. The TCAPs Title IV Indigenous coordinator shared with Tribe’s Education Manager that her students let her know that the Native American Indian students feel invisible. Suttons Bay School is four miles from Peshawbestown; it also does not have a library within the middle and high school for students. The students from Suttons Bay schools who live in or near Peshawbestown come to the library for internet and programming. This has given us direction to provide much needed services to students through the Tribe’s Heritage Library with library programming, a lending library, a Makerspace, and Native American cultural programming. Using the Tribe’s Heritage Library services provides a safe environment for the students and educators to foster meaningful and respected dialogue with Native American culture and GTB’s rich history.

The Tribe has a Head Start (HS) and Early Head Start (EHS) program. HS/EHS is a federal program for preschool children from low-income families. The programming is held in the Tribal Benodjenh Child Center located on the reservation in Peshawbestown. Benodjenh has five classrooms: two Head Start, two Early Head Start, and one child care room. The Head Start program services 18 students aged 3 through five. The Early Head Start has eight students aged 0 through 3 years. The child care room has students aged 3 through 12 years old (currently 30 children enrolled). The Benodjenh supervisor has requested the Tribal library services. To provide Tribal librarian services, the librarian met with the teachers and discussed a plan to be in the classrooms during the school year. He reads books, provides music classes that teach and reinforce letters, numbers, vocabulary, and songs and teaches Tribal culture and Anishinaabemowin. The teachers shared with the Tribal librarian the activities he does in the classroom reinforce their curriculum, vocabulary, reading, cognitive skills, and exposure to musical instruments (bongos, drums, guitars, keyboards, and other handheld instruments). The Benodjenh supervisor and teachers asked the Tribal librarian to continue the services in the classroom and expressed the importance of these teachings in the children’s development.

In the State of Michigan, they share their school data on mischooldata.org (excerpt table-snipped below). It is found that 63.7% of Native American students (i.e., 5446/8544=63.7%) in all grades are economically disadvantaged, which is more than all the students in Michigan of 51.73% economically disadvantaged.

Location Name	School Year	Grade	Student Group	Crosstab	Student Count	Percent of Total
Statewide	2021-22	All Grades	All Students	All Students	1,443,456	100.0%
Statewide	2021-22	All Grades	All Students	Economically Disadvantaged	746,740	51.73%
Statewide	2021-22	All Grades	All Students	Not Economically Disadvantaged	696,716	48.27%
Statewide	2021-22	All Grades	American Indian or Alaska Native	All Students	8,544	.59%
Statewide	2021-22	All Grades	American Indian or Alaska Native	Economically Disadvantaged	5,446	<5%
Statewide	2021-22	All Grades	American Indian or Alaska Native	Not Economically Disadvantaged	3,098	.21%

In 2020, the Tribe had a community needs assessment for Tribal member families/individuals in the six-county service area: it was found that GTB median household income is \$32,500. Also, the federal poverty levels (FPL) were found of Tribal member families/individuals: 34% are at or below FPL, 49% are at or below 150% FPL, 60% are at or below 200% FPL and 77% are at or below 300% FPL. The 63.7% Native American students in all grades and FPL of GTB families/individuals compared with 2022 Michigan median household income at \$68,990 (i.e., cited from [statista.com](https://www.statista.com)), the difference between Michigan median income and GTB median income is \$36,490 (i.e., \$68,990-\$32,500=\$36,490) shows there is a disconnect with cost of living for Tribal member families/individuals in GTB service area and Michigan

residents. Considering this, the Tribal member families/individuals need resources to raise cultural awareness, Makerspace, and books so they have the same opportunities as our local communities.

As mentioned above, the GTB Heritage Library's scope will be to provide library services to the patrons and visitors that preserve Tribal traditions by educating and communicating the rich history of GTB and Native American programming with a Makerspace for youth, families, and community members, increasing literacy/storytelling opportunities for zero to five years and kindergarten through third grade, providing culture books for middle and high school students and adults, and providing Makerspace activities at the other three Tribal sites. The programming will occur at the GTB Heritage Library and other Tribal satellite offices in Traverse City, Benzie, and Charlevoix. The Native American programming will increase cultural awareness with patrons, community members and community at large. Literacy and storytelling will be at Benodjenh Child Center in the classrooms. The librarian will reach out and provide Native American programming to local schools, such as the Suttons Bay Schools, Northport Schools, and TCAP. This will expand Makerspace Native American programming to the students. Native American books will also be added to the GTB library collection to be shared with the middle and high school students and adults. The scope is focused on the needs of patrons, users and community members which meet the Grand Traverse Band Heritage Library's mission statement to assist and promote lifelong learning.

The GTB Heritage Library serves the GTB community, their families and local community. The target group users will be about 1951 across the Tribal six county services area and local community members. The Tribal Librarian has involved patrons' input in the planning of this IMLS project as they participated in community assessment surveys and interviews. The patrons are parents, youth/students, teachers, elders, leadership, and local community members.

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

*Reading and education in classrooms (Tribal Early Head Start, ages 0 months to 3 years old, and Tribal Head Start, ages 3 years to 5 years old). As mentioned, the teacher shared with the Tribal librarian that the activities he does in the classroom reinforce their curriculum, vocabulary, reading, cognitive skills, and exposure to musical instruments (bongos, drums, guitars, keyboards, and other handheld instruments).

*Reading and education in classrooms at local elementary, middle, and high schools with Native American programming. As mentioned, the Suttons Bay Schools, Northport, and Traverse City Area Public Schools have shared they want Native American programming available to their students.

*Tribal adults and youth, local community members, and other users in the GTB Tribal six-county service area for use of the library. As mentioned, patrons who live on or near the reservation (i.e., Traverse City, Benzie, and Charlevoix) have contacted the Tribal librarian for Native American programming and asked for more programming. The users have shared with the Tribal librarian they like the Makerspace cultural programming and would like it to continue.

*Tribal adults and youth near and on the reservation have asked the Tribal librarian to continue providing library services because of the Native American programming, resources, and internet access.

The GTB community within the six-county service area for those under 18 years of age that we would be reaching for library services:

**Grand Traverse Band Of Ottawa & Chippewa Indians
Community Profile
1-Dec-23**

Ages	Antrim		Benzie		Charlevoix		Grand Traverse		Leelanau		Manistee		TOTAL
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
0-1	1	0	0	0	0	0	3	3	6	3	0	1	17
2	0	0	0	0	0	1	8	6	2	6	0	0	23
3	1	0	0	2	2	1	3	4	4	4	0	0	21
4	0	1	0	2	1	0	1	6	5	3	0	0	19
5	0	2	0	0	1	1	8	4	5	1	0	1	23
6	0	0	1	1	2	1	4	3	4	3	0	0	19
7	2	0	1	0	0	2	4	2	4	2	0	0	17
8	0	1	2	0	2	0	5	3	7	9	0	0	29
9	0	1	0	0	2	1	9	0	8	3	0	0	24
10	0	0	0	1	0	1	4	4	5	7	0	0	22
11	1	1	0	0	0	0	4	7	4	7	1	0	25
12	0	0	2	0	1	1	1	5	2	7	0	0	19
13	0	2	1	0	2	2	3	5	9	5	0	0	29
14	0	1	0	0	0	1	7	5	9	8	0	1	32
15	0	0	0	0	1	0	5	5	4	12	0	1	28
16	1	0	0	1	1	1	9	6	9	8	0	0	36
17	1	1	2	0	1	1	4	3	4	4	0	0	21
	7	10	9	7	16	14	82	71	91	92	1	4	404

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

Antrim		Benzie		Charlevoix		Grand Traverse		Leelanau		Manistee		Total
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
37	50	69	76	106	94	409	385	351	335	17	22	1951
	87		145		200		794		686		39	
	4.45%		7.43%		10.25%		40.70%		35.16%		2.01%	

TOTALS FOR 6 COUNTIES		
	Female	Male
	989	962

Total 6 County		
	Female	Male
0-20	261	242
21-54	501	505
55-98	227	215
	989	962

Total Outside 6 County		
	Female	Male
0-20	159	177
21-54	633	668
55-98	328	250
	1120	1095

Total Membership			
	Female	Male	
0-20	420	418	838
21-54	1134	1175	2309
55-91	555	465	1020
	2109	2058	4167

Members Inside Service Area

46.82%

53.16%

The ultimate beneficiaries impacted by our project will be for the following groups:
 *Reading and education in classrooms (Tribal Early Head Start, ages 0 months to 3 years old, and Tribal Head Start, ages 3 years to 5 years old). The benefit will be the children aged 0 months to 3 years old need to hear language to support brain development: reading and telling stories with children is a great way to expose language (Anishinaabemowin), Native American culture, and vocabulary. The benefit will be the children aged 3 years to 5 years old need to hear language to support brain development as well: reading and telling stories with children is a great way to expand their language (Anishinaabemowin), Native American culture and vocabulary. Reading will give an opportunity for back-and-forth interactions between the librarian and children.

*Reading and education in classrooms at local elementary, middle, and high schools with Native American programming. The students will benefit from the story telling by improving vocabulary, comprehension and listening skills. Provide back-and-forth interactions between the librarian and students. In addition, telling stories to bring the children their language (Anishinaabemowin), Native American culture and vocabulary in the classrooms. The potential number of individuals is 146 Tribal youth and descendants, and other students in the classroom. The students will also become aware of Native American culture through the Makerspace and learning about GTB history.

*Tribal adults and youth, local community members, and other users in the GTB Tribal six-county service area for use of the library. The benefit will be to have access to the internet, Native American programming, a Makerspace, a collection of Native American resources, and other desired programming. In addition, that will include visitors to the area during the summer months. The potential number of individuals who will benefit from this project are 1547 Tribal adults (and their families), local community members and other users.

*Tribal adults and youth near and on the reservation: the benefits received will be library services, Native American programming, resources, and internet access. The Native American programming will build upon the user's Native American identity with youth and adults. In addition, other users will become aware of Native American culture and GTB heritage.

*The Makerspace beneficiaries will be the Tribal youth, families, and community members. The users could be up to 1951 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.

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 (i.e., 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: the users of the GTB Heritage library requested Saturdays. The activities will be ribbon skirts and shirts, beaded bracelets/necklaces, sweetgrass braids, traditional moccasins, medicine bags, bandolier bags, rice knockers, medicine wheels, and feast bundle bags. Each of these activities will build upon Native American identity with children, youth, and adults; also, other library users will become familiar with Native American culture. The librarian will catalog the books that have been purchased. We will take notice of the activities in the GTB Newsletter with a flyer, Regroup, and GTB website calendar (gtbindians.org). The GTB newsletter is sent to all members of the Tribe. Regroup 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, libraries, and its users.

Beginning of the school years (i.e., September 2024 and 2025), the librarian will formalize partnerships with schools to schedule classroom reading and/or education in the elementary, middle, and high school near the main reservation (i.e., Peshawbestown) within, Leelanau and Grand Traverse counties. Partnership building with the schools will be ongoing. The Benodjenh and local school educators have shared that they want library services beginning in October or November because this will give the educators' time and students' time to acclimate in the classroom. Also, November is Native American Heritage Month in the United States, and it is a good opportunity to share Native American culture. The Tribal librarian will continue partnerships with the following: Benodjenh Child Center (Tribal HeadStart/Early HeadStart) program, Sutton Bay Schools, Traverse City Area Public Schools, and Northport school. The librarian will also build on continuing partnerships with other local libraries and professional reading programs: NEA Big Read program, Sutton Bay Bingham District Library, Glen Lake Community Library, Leelanau Township Library, Traverse Area District Library, and Charlevoix Public Library. The librarian will meet with teachers and partners to develop a plan to implement the storytelling and educational series. The Librarian will have the storytelling and educational series during the school years Sept 2024 through June 2025 and September 2025 through 2026.

The risks to the project are non-community engagement due to inclement weather, the closing of Tribal Government offices, the closing of the Heritage Library, and users having no transportation to attend programming because of the distance to the Heritage Library in Peshawbestown. 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 librarian will schedule activities at other Tribal locations: Charlevoix, Traverse City and Benzie: this will give the opportunity for users to partake in library services in these locations and transportation issues. The Tribal Librarian will troubleshoot

continuously through evaluation and collaboration with management of the risks and/or library patron's concerns. We will adapt and pivot when necessary to mitigate any disruptions to programming.

The Tribal Librarian will plan, implement, and manage the projects and activities. The Tribal Librarian has experience managing the Tribal Library operations and the community projects and activities (funded by IMLS NA252433OL grant). The Tribal Librarian will set a schedule for all activities and will implement them at the schools, GTB Heritage library, and GTB satellite buildings. The Tribal Librarian has a Master of Arts degree in Music History with studies on the effect of music on early cognitive childhood development. The project team for this grant is the Tribal Librarian, Indian Education/Project Director, and Education Manager. Our Indian Education/Project Director will oversee the overall management of the project along with the Education Manager to ensure the goal and objectives are being met.

This project will not be possible without IMLS funding that compensates for the Tribal Library operations, services, and activities. 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 successfully 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 have been an asset to the community providing services for the GTB families, users, and community at large. We will invite the GTB Editor of the GTB Tribal Monthly Newsletter to share the current library activities in the newsletter and website: this will also give notice to community members who want to volunteer to help with the Native American activities. In addition to the Librarian, we need a few contractors to support the traditional projects such as the moccasins project and bandolier bag project. The Tribe also has designated a building space for the Heritage Library and space to use at the satellite offices.

The Tribe's existing resources and assets to aid in the success of this IMLS grant, includes:

- *Heritage library space with the computer section has nine computer workstations for users' needs, the collection section has adult and children's fiction, non-fiction, and informational books cataloged using the Atrium software—the software allows us to have a functioning website for the collection at <http://www.gtbindians.booksys.net/opac/gtbindians/index.html#menuHome>. The Makerspace with tables, seating, and cabinets with supplies. A safe place for users to research, do homework, and participate in library programming.
- *The Makerspace supplies and consumables. This includes four sewing machines, small sewing box supplies, paper, wood sticks, and small craft supplies (paints, brushes, crayons, scissors, tape).
- *Heritage library internet access at the Tribe's satellite offices.
- *Little Free Libraries at the Tribe's satellite offices: Charlevoix, Traverse City and Benzie.
- *GTB department employees that the librarian partnered with includes Leadership, Youth Services, Benodjenh Child Care Center, Agriculture, Tribal High School, 477 program, Communications, and Culture.
- *Partnerships the librarian established with educators: Sutton Bay Schools (kindergarten to 12th grade), Traverse City Elementary schools (TCAPS) and Northport school (Kindergarten to 12th grade). The librarian will also build on continuing partnerships with other local libraries and professional reading programs: NEA Big Read program, Sutton Bay Bingham District library, Glen Lake Community Library, Leelanau Township Library, Traverre Area District Library, Traverse Heights Elementary Schools, Bellaire library, and Charlevoix Public Library. The Traverse Heights Elementary principal has reached out to the Tribal librarian for their events and to share Tribal culture with students.
- *Potential partners include volunteers (i.e., community members). Our volunteers are our assets and are invaluable to the Tribal librarian for activities beyond his skills. Previously, volunteers came to the library programs and have shared their knowledge on doing an activity with the community and librarian such as ribbon shirts/skirts, dream catcher, and moccasins (i.e., funded with IMLS grant NA252433OL). The volunteers also use the library for other library services.

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: Indian education/project director and education manager. 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 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 Tribal librarian and 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 Native American history, while at the same time positively impacting the public's perception of our culture, in particular among educators/local schools, children, Tribal citizens, local community members and community at large.

First, the project will build a stronger bridge between the Tribal Library, educators, and local schools by developing and providing cultural programming for users and students; increase their education understanding and appreciation for Anishinaabe people; and share Native American culture through reading and storytelling. 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 their child development.

Secondly, the Makerspace will be for all youth and families to have a space for educational programming while using activities to implement a cultural component. The cultural component will include ribbon skirts and shirts, beaded bracelets/necklaces, sweetgrass braids, traditional moccasins, medicine bags, bandolier bags, rice knockers, medicine wheels, feast bundle bags, and any other activity the youth would like to do. All activities will be coordinated with the Tribal librarian. This will create a time and place where families can support their children's awareness of our Anishinaabe culture in a low stake environment where there is time for exploration and celebration using the Makerspace at the Heritage Library. After each activity, the youth will have tangible output on Native American identity and non-natives will become familiar with Native American culture—in an appropriate manner. The Makerspace activities will be offered at other Tribal sites as well.

Third, books will be available for middle and high school students and adults. The result is to have Native American resources that reflects the identity, traditions, culture, and history to debunk stereotypes of Native Americans. These resources will also be available for local community members and community at large.

Our target groups community values will grow with our project by providing educational and Native American programming:

- *At the Benodjenh center and local schools where the librarian will be reading and telling stories in the classrooms will expose the children to language skills (including Anishinaabemowin), Native American culture and vocabulary. This will enrich the children's development with language skills and begin an appreciation of their Native American culture.
- *At the local schools where the librarian will be reaching out to provide Native American programming for elementary, middle, and high school students. The students will receive knowledge and exposure to Native American culture. This will help build positive Native American identity for the Native American students. Also, non-natives will gain knowledge of Native American culture which will expand on their existing classroom curriculum. This will foster positive relationships with local schools' educators, Heritage Library's librarian, and the Tribe.
- *Tribal Adults, youth, local community members (including educators and students), and other users in the GTB Tribal six-county service area for use of the library will have the opportunity to gain knowledge and skills for Native American programming and resources. The programming activities are to create and develop skills with some of the planned activities: ribbon skirts and shirts, beaded bracelets/necklaces, sweetgrass braid, traditional moccasins, medicine bags, bandolier bags, rice knockers, medicine wheels, and feast bundle bags. Each of these items has significant importance for Native American identity and appreciation for Native American culture.

The products resulting from our project for reading to children at Benodjenh and local schools include cultural books for children that will be added to the library collection and cataloged in Atrium. In addition, cultural books for youth and adults will also be added to the library collection and cataloged in Atrium. The Heritage Library will have all these books available for users and the local schools' educators. As mentioned above, the resources to find what is available at the library are found at <http://www.gtbindians.booksys.net/opac/gtbindians/index.html#menuHome>. The results of the Makerspace are to have a creative development platform for youth, families, and community members with Native American programming. The users can dedicate their time developing new skills and perspectives and gain knowledge through hands-on cultural activities. When the activity is meaningful to the youth, the youth mind engages in creative thinking and solving problems. The products the users will have are ribbon skirts and shirts, beaded bracelets/necklaces, sweetgrass braids, traditional moccasins, medicine bags, bandolier bags, rice knockers, medicine

wheels, and feast bundle bags. We know that culture is an essential catalyst for change in positive attitudes for our Anishinaabe people and community at large.

Tangible memories will also be captured by photos from the GTB communications editor and placed in the GTB Tribal monthly newsletter. Those memories will include participants in Makerspace items (i.e., ribbon skirts and shirts, beaded bracelets/necklaces, sweetgrass braid, traditional moccasins, medicine bags, bandolier bags, rice knockers, medicine wheel, and feast bundle bags), and other library activities mentioned in this proposal. A copy of the GTB Tribal Newsletter is available at Heritage Library for users and available electronically online at gtbindians.org. We are also aware that we have other journalists in our area that have shared the GTB Heritage Library events, such as Record-Eagle and Leelanau Enterprise. One journalist from the Record-Eagle, Sierra Clark, a tribal descendant, interviewed the Tribal Librarian on snow snakes: she placed an article in the Record-Eagle, "Traditional snow snake game returns to the region," December 5, 2021. Another journalist from Leelanau Enterprise, Meakalia Previch-Liu, conducted two interviews with the Tribal Librarian on Anishinaabe culture and winter festival: she placed articles in the Leelanau enterprise, "Heritage Library celebrates Anishinaabe culture," August 18, 2022, and "GTB first winter festival celebrates Anishnaabeg culture," March 2, 2023. An IMLS grant funded these activities that Clark and Previch-Liu reported on; articles are attached.

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 various 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. We do plan to ask Tribal Council to continue the library services after the grant period with the GTB Education Life Long learning program budget.

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SCHEDULE OF COMPLETION (Year One)

Date:	24-Sept	24-Oct	24-Nov	24-Dec	25-Jan	25-Feb	25-Mar	25-Apr	25-May	25-Jun	25-Jul	25-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 1.6												
Activity 2.1												
Activity 2.2												
Activity 2.3												

SCHEDULE OF COMPLETION (Year Two)

Date:	25-Sept	25-Oct	25-Nov	25-Dec	26-Jan	26-Feb	26-Mar	26-Apr	26-May	26-Jun	26-Jul	26-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 1.6												
Activity 2.1												
Activity 2.2												
Activity 2.3												

GOAL: *The overarching goal of the project is to address the Grand Traverse Band Heritage Library mission statement to assist and promote lifelong learning to its users and share with the public at large.*

Project Goal: To strengthen community-based users and non-users at the GTB Heritage library, the satellite offices and local schools with Native American programming and Tribal history by educating and communicating using a makerspace for youth, families, and community members, increasing literacy/storytelling opportunities for zero through five years and kindergarten through third grade, and providing culture books for middle and high school students and adults.

Objective 1: Enhance the GTB Heritage Library's core library services by employing a full-time librarian, enhancing the current collection, and providing community programs.

Activity 1.1: Employ/retain full-time Librarian to purchase supplies, catalog books, attend library training, and plan events for the library.

Activity 1.2: Create a storytelling and educational series for children ages zero through five years old at Benodjenh Child Care Center.

Activity 1.3: Create a storytelling and educational series for children in elementary (kindergarten through third grade) with local school educators in our service area.

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Activity 1.4: Delivery the storytelling series to the main campus, Tribal satellite locations, Benodjenh Child Care Center, and local schools in our service area.

Activity 1.5: Develop surveys for users and provide programming according to interests and resource availability; and have the surveys available for patrons. The Librarian will collect the information from the surveys and will report in monthly report.

Activity 1.6: Attend professional development training and share new skills and ideas with users and non-users.

Objective 2: Maintain a section of the library for makerspace at the library and create rotating makerspace kits for the satellite offices (MS Kits).

Activity 2.1: Develop a quarterly Native American culture themed schedule of educational programming for youth, families and community members who participate in makerspace; and implement the programming during those months.

Activity 2.2: Develop surveys for patrons and provide programming according to interests and resource availability; and have the surveys available for patrons. The Librarian will collect the information from the surveys and will report in the monthly report.

Activity 2.3: Promote library programming for makerspace in the GTB Newsletter, GTB Health fair, GTB Pow-Wow, local schools, each Tribal satellite office, local libraries, and other partners.