



NATIVE AMERICAN LIBRARY SERVICES ENHANCEMENT GRANTS

Sample Application NAE-259278-OLS-25

Little Traverse Bay Bands of Odawa Indians

Amount awarded by IMLS: \$150,000

The Little Traverse Bay Bands of Odawa Indians will enhance the preservation of their traditional land-based practices and strengthen community engagement. The project will focus on artforms that are significant to the life and history of the Little Traverse Bay Bands of Odawa Indians, utilizing community input to identify areas of focus. With an emphasis on outreach to youth, project participants will learn to identify and harvest natural materials and create traditional items. Project leads will also plan and host seasonal community craft circles, with an ultimate goal of preserving language and cultural knowledge. Documentation and digitization will make the traditional knowledge and language accessible for all tribal citizens regardless of location, scheduling, and other barriers.

Attached are the following components excerpted from the original application.

- Tribal Profile
- Narrative
- Schedule of completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

Little Traverse Bay Bands of Odawa Indians
IMLS Native American Library Services Enhancement Grants FY2025

Tribal Profile

The Little Traverse Bay Bands of Odawa Indians (“LTBB,” “Tribe,” “Waganakising Odawak”) is a Federally-recognized Indian Tribe, as reaffirmed through passage of P.L. 103-324 by the United States Congress on September 21, 1994. The Federal Register Volume 89, No. 238, Wednesday December 11, 2024, page 99899 verifies this status in the listing of tribal entities recognized and eligible for funding and services from the Bureau of Indian Affairs by virtue of their status as Indian tribes (Appendix 3: Eligible Applicant). LTBB’s historic reservation area encompasses Emmet and Charlevoix Counties, located in Michigan’s Northern Lower Peninsula. The Tribe’s Government Center offers programs, services, and resources for LTBB Citizens, Descendants, and the greater LTBB community. The majority (1,137) of LTBB’s 4,694 enrolled Citizens reside in the tri-county area of Charlevoix, Emmet and Cheboygan Counties with 70% of the Citizenship residing in Michigan.

The Waganakising Odawak adopted the LTBB Constitution on February 1st, 2005 which articulates the Tribe’s inherent sovereignty to self-govern and establishes a three-branch system – Legislative, Executive, and Judicial. The document also introduces the Directive Principles -values that guide and shape the responsibilities delegated to the LTBB Government that serve the Waganakising Odawa Nation. The proposed IMLS Enhancement Project embodies the following Principles:

- 1) Promote the preservation and revitalization of Anishinaabemowin and Anishinaabe Culture;**
- 2) Promote with special care the health, educational and economic interests of all the people, especially our children and elders, and shall protect them from social injustice and all forms of exploitation;**

The Niigaandiwin Education Department is situated within the Executive Branch and provides critical services to the LTBB community through programming that is dedicated to preserving Odawa identity and advancing our people. Services include but are not limited to K-12 Academic Services, Post-Secondary and Vocational Education, and Cultural Services including the Mzinigangamik Cultural Library. The library features an Anishinaabek-focused curation with special consideration for the Waganakising Odawak. The collection of resources serves as a way to educate LTBB Tribal Citizens and Descendants, Citizens and Descendants of other Tribal Nations, and the greater LTBB community on the Tribe’s unique culture, history, and journey to maintain, preserve, and promote ancestral knowledge. The Mzinigangamik Cultural Library’s mission is to connect patrons to culturally relevant information based on needs. Library offerings include language content (tapes, books, learning supports), instructional videos, LTBB-specific documentaries, college materials, children’s books, reference materials, periodicals, and fiction & non-fiction. In addition to resources housed physically within the library, LTBB also provides online/remote accessibility. Patrons can access and view the Tribe’s collection through Surpass – an online library platform.

Both LTBB Executive and Legislative Branches have demonstrated support for the proposed project, as demonstrated by Tribal Certified Motion #030625-04 (attached).

1. Project Justification

The Little Traverse Bay Bands of Odawa Indians (“LTBB” or “Tribe” or “Waganakising Odawa/k”) is a federally recognized Indian Tribe reaffirmed by the United States Congress on September 21, 1994 in Public Law 103-324, as amended. LTBB’s historic reservation area encompasses Emmet and Charlevoix Counties, located in Michigan’s Northern Lower Peninsula. The majority (1,137) of LTBB’s 4,694 enrolled Citizens reside in the rural tri-county area of Charlevoix, Emmet and Cheboygan Counties, Michigan. Examining LTBB enrollment data, there are concerning trends regarding youth and elder citizenship. The Tribe’s youth population has also rapidly declined by 51% (535 Citizens ages 0-18 enrolled in 2025 vs. 1,038 in 2010), and is expected to continue dropping. 44% of all Citizens are 50 years of age or older, demonstrating that LTBB’s citizenship is an aging population. Comparatively, the LTBB Tribal Elder (ages 55 and above) 15 year-mortality rate is 32.2%. As elders walk on (pass away), traditional knowledge - which has been severely eroded by US Federal Boarding School Initiativesⁱ - continues to be in jeopardy of not being passed down and ultimately lost. Given these statistics, the preservation of traditional knowledge, language, and Anishinaabek lifeways is critical to ensuring that the LTBB community, especially Tribal Youth, connect with ancestral knowledge.

The proposed project will benefit all LTBB Tribal Citizens and descendants (“LTBB community”) who demonstrate interest in learning Waganakising Odawa artforms and knowledge. The LTBB community will serve as the project’s **primary audience** with activities guided by the wisdom of our Tribal Elders and the energy of our Youth. Programmatic outreach will target individuals that are 26 years or younger. If/when information is deemed appropriate for public consumption by traditional knowledge keepers, material will be made available through formats such as the LTBB website to engage the non-indigenous community.

The Niigaandiwin Education Department houses both the Cultural Services Program and the Mzingangamik Cultural Library which work in tandem to provide cultural programming, resources, and professional development opportunities to the LTBB community. Program design is structured around a combination of community co-design opportunities and surveying to ensure that services address the needs and interest of the Tribe. The Education Department has conducted several assessments to obtain input from Tribal Youth, Tribal Elders, and the greater community. In 2020, the department’s Academic Services (K-12) Program polled 92 LTBB families to determine what types of support to provide and received an overwhelming number of responses indicating need for cultural activities and connection. In 2023, Education staff conducted a Tribal Elder-specific survey that assessed barriers to participating in cultural workshops, preferred formats and design of events, and which activities/teachings to prioritize. 89 responses were received that emphasized the need for seasonal cultural activities. Also in 2023, Education conducted a survey that was offered at large-scale community events and received 494 responses regarding the types of cultural programming that the department should offer. Additionally, the Tribe implemented the 2024 Odawa Prosperity Project – a community-based initiative that sought to identify economic needs and priorities of LTBB Citizens. Development of a heritage center for cultural activities and events ranked as the highest land use development priority among participants. By leveraging indigenous voices to design programming, the Education Department continues to prioritize traditional artforms, activities, and formats that are cultural significant to the Tribe.

The outpour of requests for programming that is rooted in ancestral knowledge speaks to the cultural gaps that exist within the LTBB community and the longing for connection. Every fiber of our being as Waganakising Odawak is embedded in our language – Anishinaabemowin - which is a repository of our traditional knowledge, songs, stories, and connection with our ancestors. The revitalization of artforms that are ingrained in language and traditional knowledge is a crucial step to reinforcing Odawa identity and community. Through activities such as ziisabaakwat (maple sugar) making, mandaamin (corn) roasting, and proper kitige (planting)/

ntwaawgichigeng (harvesting) of mshkiki (sacred medicines), participants not only reinforce who they are as Odawa but also develop a deeper understanding of tribal sovereignty and its articulations which in turn strengthens our Tribal Nation. The traditional artforms and Elders that practice them are key to preserving the knowledge embedded in each of these activities.

The Federal Indian Boarding School system deeply impacted the Waganakising Odawak with LTBB children attending boarding schools throughout the United States. A majority of these children attended the Holy Childhood of Jesus Indian Boarding School, which was located within the Tribe's reservation in Harbor Springs, Michigan. Holy Childhood operated from 1886 until 1983. Thousands of children cycled through the Catholic school. It was one of the last Indian Boarding Schools to close in the country. The impact of this was boundless, causing intergenerational trauma that is still felt by our people today through the erosion of identity, community, history, stories, songs, language, culture, and tradition. Reconciliation is a much-needed step in addressing the effects of assimilation policies and practices including the Federal Boarding School System and is predicated on relationship building/strengtheningⁱⁱ. These relationships are not with just the non-indigenous community but starts with Ishkaakimikwe (Mother Earth), one's community, and one's self.

Despite few traditional knowledge keepers, there is also a significant increase in the demand from LTBB Tribal Citizens and Descendants for cultural programming and teachings. An immediate and conscious effort to preserve our traditional teachings is essential to creating shared knowledge systems and learning opportunities for not only the present generation but for all others that follow. We must foster new generations of Tribal Citizens and Descendants who are connected to the land and committed to our Odawa language and culture. Our community is comprised of knowledge keepers who are renowned for their artwork, stories, traditional ecological knowledge, quill work, etc. They possess the intergenerational wisdom and skillsets that are explicitly connected to LTBB's ancestral lands. Not all Tribal Citizens have the land-based education and experiences to pass on which is why our generation has an obligation to creating connections within community that uplift Tribal Elders so that they may share their knowledge and gifts. The call for action is now with the LTBB community being an aging population. When our Elders walk on, the knowledge that they carry leaves with them.

The proposed project outlined in this narrative will create intergenerational spaces for the LTBB community to gather and share in the work of restoring, documenting, and preserving our ancestral knowledge and skills for future generations. These shared experiences will create dialogue within community and establish/enhance relationships. Design aspects of the project will focus on connecting Tribal Elders with Youth (those that are 26 years of age or younger) to establish apprenticeships. **The goal of the project will be to enhance the preservation of four land-based traditional practices that are culturally significant to the Waganakising Odawak.** This goal fits the scope of the Institute of Museums and Libraries Services' overarching Agency-Level Goals 1-3 (Championing Lifelong Learning, Strengthening Community Engagement, and Advancing Collections Stewardship and Access) as well as Native American Library Services Enhancement Grant's Objectives 1-3. Project results will be digitized to preserve traditional knowledge and will be made available through online platforms to improve programming accessibility for Tribal Citizens and Descendants.

The project goal will be met by the following objectives:

- Objective 1: Within the 24-month project period, project staff will utilize community input to identify 8 traditional artforms to practice throughout the project period.
- Objective 2: Within the 24-month project period, 8 traditional knowledge keepers and 8 youth apprentices will harvest, process, and craft natural materials to create traditional items.
- Objective 3: Within the 24-month project period, project staff will plan and host 8 seasonal community workshops that are led by Tribal Elders and Youth, with an average of twenty-five participants at each session.
- Objective 4: Within the 24-month project period, staff will document 8 seasonal traditional practices.

2. Project Work Plan

Activities:

The following activities will occur in order to meet project objectives:

- Objective 1:
 - The Learning Center Coordinator and Cultural Services Specialist, under the guidance of the Director of Education, will evaluate needs-assessments and participant feedback from previous cultural programming to gather information about community interest in specific traditional artforms.
 - Based on the community input received and availability of Tribal Elders, the Learning Center Coordinator and Cultural Services Specialist will identify and contract with 8 Elders or traditional knowledge keepers, operating as lead facilitators who assist in harvesting, processing natural fibers, and the design and implementation of cultural workshops.
 - The Learning Center Coordinator and Cultural Services Specialist, under the guidance of the Education Director, will develop pre- and post-assessments to measure participant knowledge of traditional artforms before and after taking part in a project-funded workshop. The assessment will also include questions that elicit feedback regarding formatting/accessibility of workshops.
 - The Director of Education will work with the LTBB Accounting Department to identify and procure a contract with a videographer to document the process.
- Objective 2:
 - The Cultural Services Specialist will consult with contracted Tribal Elders regarding the materials and harvesting steps necessary to carry out traditional practices such as ziisabaakwat (maple sugar) making.
 - The Cultural Services Specialist will work with the contracted Elders to develop a timeline, materials/tools list based on the seasonal pattern of the artform, and harvesting locations for each traditional practice. i.e., when to properly harvest ziisabaakwadwaaboo (maple sap).
 - The Learning Center Coordinator and Cultural Services Specialist, under the guidance of the Director of Education, will identify and confirm 8 Tribal Youth to serve as apprentices to contracted Tribal Elders.
 - The Learning Center Coordinator and Cultural Services Specialist will organize and implement gikinawaabi (learn by observation) sessions and will track Youth participation throughout the end of the project period. Staff will record pre-interviews with each Youth before completing a practice.
 - Gikinawaabi sessions will encompass harvesting, processing, crafting, and traditional teachings. Each session will be led by traditional knowledge keepers who are shadowed by Youth to learn the full process of each traditional practice.
 - The contracted videographer and/or project staff will document Tribal Elders and Youth harvesting, processing natural fibers, and creating the artform.
- Objective 3:
 - The Learning Center Coordinator and Cultural Services Specialist will organize and implement community “makers” workshops that are led by Tribal Elders and Youth. Staff will track participation throughout the end of the project period.
 - Staff will collaborate with other LTBB departments including but not limited to the Gijigowi Language, Kikaajik Elders, Waaniigaaanzijik Youth Services, and Natural Resources to maximize leveraged resources. All teachings will be connected to the project- incorporating language, culture, technical knowledge, traditional ceremonies, and harvesting methods. Elders may require assistance from other cultural bearers within the community; these individuals may be given a stipend for their time, as is culturally appropriate.
 - The Learning Center Coordinator and Cultural Services Specialist will administer and analyze post-assessments and visual/audio accounts to measure the change in cultural knowledge for each participant.
 - The contracted videographer will document Tribal Elders, Youth, and community members making traditional items. Department staff will conduct post-interviews with Youth after community workshops.

- Objective 4

- The videographer will create 8 distinct videos that document the steps associated with each traditional practice. Footage from harvesting, processing, and creating traditional items will be edited into 10-15 minute easily digestible videos.
- The Learning Center Coordinator will make the videos accessible to the LTBB community, as appropriate (i.e., some teachings can only be given during a particular season – staff will restrict access to the video for the remainder of the year besides that particular season), through the Mzinigangamik Cultural Library, the Citizens' Portal, and other platforms depending on the nature and sensitivity of the content. Less sensitive material, if any, will be made available to the greater LTBB community through online platforms including the LTBB website and social media.

Key staff of the project include the Niigaandiwin Director of Education, the Cultural Services Specialist and the Learning Center Coordinator. The Director of Education will serve as the Project Director and will be responsible for grant oversight, reporting, compliance, as well as budgeting. They will provide direct oversight of project staff and ensure that the goals and objectives of this project contribute to the vision and mission of the Niigaandiwin Education Department. Benedict Hinmon is positioned as the Director and has worked in native communities throughout Indian Country on Indigenous education initiatives for over 40 years. Ben has designed and implemented countless cultural workshops and oversaw the Saginaw Chippewa Tribe's the Elijah Elk Cultural Center in the capacity of Director. He brings a wealth of leadership and management experience including diverse fiscal management of program budgets, including federal funding.

Project activities will be coordinated and facilitated by the Cultural Services Specialist and the Learning Center Coordinator. The Cultural Services Specialist will be primarily responsible for organizing and implementing all events as well as data collection and management. Theresa Chingwa has headed the Education Department's Cultural Services Program for fifteen years and has worked within the LTBB community since 1999. She has vast knowledge of the many spiritualities found within the Waganakising Odawa community as well as valuable cultural connections. She has developed and executed countless community events and has designed curricula and other cultural resources for the LTBB community. Theresa has been integral to the success of past IMLS projects that LTBB has been awarded and will continue to leverage her extensive experience to ensure the success of the proposed project.

The Learning Center Coordinator will support the administration of the grant by assisting the Cultural Services Specialist with ordering/inventorying program supplies, gathering and analyzing participant feedback, capturing video footage, and organizing and implementing programming. Jeremy Steele currently operates as the Learning Center Coordinator and has overseen the administration of cultural programming, resource development, and accessibility of services. He maintains a Bachelor's in Graphic Design and has experience with live streaming, drone footage, and program outreach. During the two years that he has overseen Mzinigangamik Cultural Library operations, Jeremy has coordinated and implemented both IMLS Basic and Enhancement projects. He ensures that grant funds are well-utilized as he supports and maintains library operations and services for the LTBB Tribal community.

A qualified videographer will be contracted to record the project activities and making digital records of each traditional practice.

Stakeholder Involvement in Planning & Development:

Community is LTBB's greatest asset – without utilizing an approach that has our people at the helm of the project's design, outcomes will not be as thoughtful or impactful. Collected feedback from Tribal Citizens and Descendants through needs assessments and past cultural programming will serve as the foundation of the project to ensure that programming design and implementation aligns with community needs and interests. All program participants including traditional knowledge keepers, Youth apprentice, and community members will

be asked to complete pre- and post-assessments before and after each event/workshop to better gauge the knowledge that they came into the project with and the knowledge that they are taking home. Assessments will also gauge program formatting and delivery to ensure that services are provided in a culturally-appropriate manner and responsive to the evolving needs of the LTBB community. This project will be built by community for community as staff lean into not only the feedback but also the gifts and knowledge of members who will be given the opportunity to contribute to the project, both as learners and teachers, guiding the structure and implementation of the program. This strategy also promotes IMLS' Agency-Level Goal 2 by fostering a community-led collaborative that not only cultivates community relationships but also elevates discussions around what the community considers important to preserve and building safe, shared learning spaces.

Resources & Assets:

This project will not only engage community but also other LTBB government departments and programs to maximize the resources, and learning environments for participants. Staff will collaborate with partners such as Gijigowi Language, Kikaajik Elders, Waaniigaaanzijik Youth Services, and Natural Resources to bring forward comprehensive workshops and video deliverables that imbue language, treaty rights, teachings, and community voices into the planning and implementation process of the project. Staff will also work with community partners such as Crooked Tree Art Center to utilize a venue that is centrally located and fully equipped to produce high-quality videos of instruction.

The proposed project will be housed within the Niigaandiwin Education Department. The Director's time committed to the project will be considered as a leveraged resource to the project. Under the Director's supervision, the Cultural Services Specialist and the Learning Center Coordinator will spend 25% of their time on coordinating and implementing activities throughout the 24-month project period. Staff will also leverage traditional knowledge keepers within the LTBB community to practice and preserve identified artforms.

Dissemination of Project Results:

A professional videographer will document and digitize the entire process (harvesting, processing, crafting, and related teachings) of each identified traditional practices. Thorough documentation of the practices will preserve ancestral knowledge allowing for the perpetuation of Anishinaabek lifeways to live on through future generations. The videos will also serve as an educational tool - when deemed appropriate - for the larger non-indigenous community regarding treaty rights, tribal sovereignty, and traditional ecological knowledge. The video series will be uploaded to the Citizens Portal, an online portal embedded within the LTBB website, which is accessible *only* to LTBB Tribal Citizens. Physical copies of each video will also be made available through circulation via the Mzinigangamik Cultural Library and showcased in other Education-related programming such as youth summer camps, cultural workshops, Title VI-specific events, etc. In the event that traditional knowledge keepers find it appropriate to share project results with the general public, staff will make material available via social media platforms such as Facebook and YouTube.

3. Project Results

The intended impact of this project will extend past the tangible outputs that result. Through this proposed work, current and future Waganakising Odawa generations will have access to traditional knowledge systems that keep us rooted in our Anishinaabek lifeways and reinforce community and land-based connections.

The proposed project embodies IMLS Enhancement Grant Goal 1: Lifelong Learning, as well as Native American Enhancement (NAE) Objective 1: Serving the Learning Needs and Interests of the Community.

Activities will create multi-generational hybrid (online/in-person) learning opportunities that emphasize shared traditional knowledge. Through the practice of traditional artforms, community members will not only develop a new set of skills but will also become steeped in our history, language, and traditional ecological knowledge

as our teachings weave these elements together. Digitization of project results will support the accessibility of all Tribal Citizens and Descendants, regardless of location and other related barriers (i.e., transportation, scheduling conflicts, etc.). This project underscores community co-design with staff utilizing LTBB needs assessment data and participant feedback to shape learning opportunities. Staff will also prioritize collection and application of community input received throughout the project by means of pre-/post-assessments and documented stories/accounts of program participants. These tools will ensure that program design and implementation address the needs and interests of the LTBB community while also exploring how programming is connecting with people on a cultural and emotional level. Through this project, community members will gain a deeper understanding and appreciation for Anishinaabek ways of knowing and being in relation to self, community, and land.

Through this work, LTBB also supports IMLS Enhancement Grant Goal 2: Strengthen Community Engagement, and NAE Objective 2: Improve Community Well-being.

This project supports the preservation of ancestral knowledge that is specific to the Waganakising Odawak through increased community engagement. Intergenerational healing occurs when self-care and community-care are prioritized. When community members participate in shared experiences that center around traditional practices, and intergenerational dialogue, knowledge exchange occurs which reinforces our Odawa identity and sense of belonging. Engagement also builds upon the sense of collective ownership and responsibility – community members become invested in preserving and perpetuating our language, stories, and ceremonies because it is shared. Moreover - by digitizing these traditional practices, knowledge will not only be preserved for future generations but will ensure equal access to LTBB community members residing outside of the service area, who have historically been overlooked for services, as well as those that face other barriers such as transportation issues, scheduling conflicts, limited literacy skills, etc.

Lastly, project promotes IMLS Enhancement Grant Goal 3: Advancing Collections Stewardship and Access, as well as NAE Objective 3: Provide Access to and Preservation of Information and Collections.

Through this project, LTBB will broaden access to ancestral knowledge and treaty rights. The creation of eight videos that thoroughly document the harvesting, processing, and creation of artforms will be made available to the LTBB community through digital means to expand access to all Tribal Citizens and Descendants, regardless of residency. Videos will be placed on the LTBB Citizens Portal (only accessible to Tribal Citizens) as well as with the Mzingangamik Cultural Library as a DVD-format which can be checked out physically, or mailed. When deemed appropriate by traditional knowledge keepers, some videos may be shared with the greater LTBB community to be used a teaching tool. Within indigenous spaces, the videos will be used for educational purposes such as at youth summer camps, cultural workshops, Title VI-specific events, treaty rights lessons, etc.

Evaluation:

Project success is defined by the creation of inclusive, intergenerational learning environments for all LTBB community members that sustains and passes down ancestral knowledge to future generations, strengthening connections, and a shared sense of belonging among our relatives. LTBB will utilize the following methodology to measure project success:

Data Collected	Frequency	Performance Tools
Number of participants	During all project events (including digital)	Sign-in sheets
Cultural Comprehension	Before and after each Gikinawaabi and “Creating” workshops	Pre- and Post-assessments Documented stories or accounts reflecting on new or reinforced connection to Odawa Culture
Preservation of traditional practices	End of 24-month project period.	Successful completion of 8 youth apprenticeships and completed videos of traditional practices.

The following plan will be utilized in collecting and reporting data to measure the project's success:

Performance Measure	Target Goal	Performance Measure Tool
Community Engagement & Participation		
# of participants actively participating in Gikinawaabi sessions	8	Event Sign-in Sheets
# of participants actively participating in "creating" sessions	40	Event Sign-in Sheets
# of documented stories or accounts reflecting new or reinforced connection to Odawa culture	4	Recorded (video/audio/written) stories or accounts
# of Pre-assessments completed	40	Pre-assessment
# of Post-assessments completed	40	Post-assessment
Capacity Building		
# of Tribal Youth apprentices who achieve proficiency in a traditional artform	8	# of Tribal Youth who complete a seasonal artform apprenticeship
# of learning materials (brochures, patterns, recordings, etc.) to support ongoing transmission of knowledge	8	# of learning materials (brochures, patterns, recordings, etc.) created
Preservation & Innovation		
# of videos/audio recordings that document harvesting, processing, and creating traditional artforms and teachings.	8	Completed video(s)
# of traditional artforms digitally preserved	8	# of products available for digital viewing
# of Seasonal teachings digitally preserved	8	
# of views that digital products receive	25	# of clicks in LTBB Citizens Portal, # of videos/learning materials checked out of library

The Learning Center Coordinator and Cultural Services Specialist, with the oversight of the Director of Education, will design, collect, and manage all data components of the project including sign-in sheets, recorded video/audio/written stories or accounts, and pre- and post-assessments. They will also be responsible for the creation and dissemination of all learning materials developed under the project. The videographer will document and edit footage of all traditional artform videos. Staff will share videos with traditional knowledge keepers prior to the release of materials to the LTBB community.

Dissemination of Results with Stakeholders:

Ensuring accessibility and preservation of Anishinaabek lifeways are key steps to reclaiming ancestral knowledge – both for our present-day relatives and for the generations yet to come. Digitization of information will bring learning opportunities to the 82% of Tribal Citizens and Descendants who do not reside in LTBB's tri-county area and who historically have had limited access to services and information due to location, transportation, scheduling conflicts, and other associated barriers. With the LTBB community serving as the primary audience of the project, staff will ensure that digital outputs are readily accessible via LTBB's Citizens Portal, an online portal embedded within the LTBB website, which is accessible *only* to LTBB Tribal Citizens. Tribal Citizens and Descendants will also access content through the Mzinigangamik Cultural Library. Videos will be showcased in other Education-related programming such as youth summer camps, cultural workshops, Title VI-specific events, etc. In the event that traditional knowledge keepers find it appropriate to share project results with the general public, staff will make material available via social media platforms such as Facebook and YouTube.

Sustainability:

Through ancestral teachings, we reinforce our relationships with Ishkaakimikwe (Mother Earth), our community, and ourselves. We develop a stronger sense of tribal sovereignty, our treaty rights, and our traditional ways of knowing and being. A Waganakising Odawa Elder once said, ***“You don’t truly know something until you give it away.”*** As community members, we have the responsibility to honor, practice, and pass on the traditional knowledge that we are gifted. Through this project, relatives will become stewards of our Anishinaabek lifeways, committing to our culture and perpetuating knowledge.

Through intergenerational learning spaces and Tribal Youth apprenticeships, the project aims to reignite the transfer of traditional knowledge that has sustained our people for generations. Our Elders will continue to teach the LTBB community how to exercise their treaty rights and build relationships with Ishkaakimikwe through the processing of traditional artforms. These land-based teachings bring our people out to spend time on their ancestral homelands, developing relationships with plant and animal relatives. Our people will gain traditional ecological knowledge when learning about ecosystems and sustainable harvesting practices. Tribal Citizens and Descendants will also learn our language, stories, and teachings which are embedded into each practice. In these same spaces, community members will develop a deeper understanding of Waganakising Odawa history, and the Treaties that demonstrate the sacrifices that our ancestors made to preserve our culture, lands, and waters. Collectively, these lessons will strengthen the cultural identity, connectedness, and resiliency of our people.

If/when appropriate, completed project videos and learning materials will also be shared out to the greater LTBB community to initiate conversations around tribal sovereignty and treaty rights. The outputs will operate as teaching tools for non-Indigenous community members as they gain a better understanding of their occupancy of the ancestral, traditional, and contemporary lands of the Anishinaabek (known as present day Michigan). Through this project, we hope to foster mutual understanding of tribal sovereignty while strengthening relationships with the non-indigenous communities in which we share space with.

Moreover, sustainability of services is imbued in the project design. The proposed project will provide LTBB with the necessary supplies, learning materials, and documentation needed to continue the practice of eight traditional artforms, and with it, the traditions and culture of our people. The Cultural Services Program currently hosts community crafting events and will continue to offer shared learning spaces that leverage the videos and learning materials developed under the project. Digital products will allow Cultural Services to offer hybrid-format programming that reaches Tribal Citizens and Descendants outside of the LTBB service area so that community building continues. Completed traditional crafts, learning materials, and videos will be on display in the Education Department’s Cultural Maker’s Space for community members to engage with. The tools and supplies purchased under the project will allow the Cultural Services Program to host future community harvesting events. The videos will also be stored within the Mzinigangamik Cultural Library, expanding its Anishinaabek curation for our community. Furthermore, Education staff including but not limited to the Learning Center Coordinator, the Cultural Services Specialist, and the Director of Education will acquire the knowledge, skillsets, and teachings to assist in facilitating sessions geared toward the documented practices which can be considered professional development. In summary, this project embodies the spirit of IMLS’s work in advancing, supporting, and empowering museums, and libraries through grantmaking. This funding will allow LTBB to revitalize our ancestral knowledge, foster a stronger sense of community connectedness among Tribal Citizens and Descendants, and aid in the perpetuation of our Anishinaabek lifeways - all of which will ultimately support the resiliency and growth of the Waganakising Odawak Nation.

ⁱ Impact of Historical Trauma. The National Native American Boarding School Healing Coalition.

<https://boardingschoolhealing.org/education/impact-of-historical-trauma/> of Historical Trauma - The National Native American Boarding School Healing Coalition

ⁱⁱ A Framework for Cross-Cultural Dialogue. 4R’s Youth Movement. <https://4rsyouth.ca/our-framework/>.

Little Traverse Bay Bands of Odawa Indians Native American Library Services Enhancement Grants – FY2025 Schedule of Completion	
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