

GRAND TRAVERSE BAND OF OTTAWA AND CHIPPEWA INDIANS



Project Title:	Language Preservation Project
Award Amount:	\$88,318
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 7 elders involved
- \$550 in resources leveraged
- 3 partnerships formed

BACKGROUND

The Grand Traverse Band of Ottawa and Chippewa Indians is located in the northwest region of Michigan’s lower peninsula and counts approximately 4,000 enrolled tribal members. The Tribe was federally recognized in 1980 and has a federal land base of 2,370 acres. In 1992, the Tribe became one of the nation’s first self-governance tribes.

The Ottawa and Chippewa people traditionally have spoken the Anishinaabe language, also called Anishinaabemowin. Since 1990, a four-person staff has run the Anishinaabemowin Language Program in an effort to preserve and revitalize the language. Weekly classes are held at tribal Head Start and two local high schools, and monthly classes are held in four tribal buildings. In 2005, the Tribe conducted a language survey within their community and

discovered only five fluent speakers remained.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop curriculum to expand and enhance the Tribe’s existing Anishinaabemowin language program.

The project’s first objective was to develop a Head Start curriculum and modify the Tribe’s current language curriculum so that all students, regardless of age and geographic location, are progressing at the same level. To complete the objective, the Tribe contracted with a consultant from Bemidji State University fluent in the Anishinaabe language. The consultant developed a language module for the Tribe’s Head Start program and a module for kindergarten through 12th grade students. Each module contained a variety of language resources, including information and guidelines on proficiency goals, theme areas, teaching objectives and grade-appropriate vocabulary. From these modules, project staff created a series of lesson plans appropriate for a variety of fluency levels and age groups. Staff developed 24 Head Start lesson plans, 16 lesson plans appropriate for elementary and middle school classes, 24 family language

lessons with family-friendly activities, and 48 language lessons for adult learners. Each set of lessons includes a CD to reinforce content and to provide an alternative and interactive learning tool. To ensure the lessons were culturally appropriate and acceptable, project staff included seven tribal elders in the final review of the language modules and lesson plans.

OUTCOMES AND COMMUNITY IMPACT

Project staff created curricula for a variety of age groups and fluency levels to pursue language learning. A solid foundation of language resources now exists to expand and enhance tribal efforts in the preservation, revitalization and perpetuation of the Anishinaabe language within the Grand Traverse community.

Additionally, leadership officials from the local Suttons Bay High School approached the Tribe during project implementation with an interest in offering daily Anishinaabe language classes for credit. With the curriculum completed and ready for use, the school and Tribe agreed to advertise a vacancy for an Anishinaabemowin teacher. At the end of the project timeframe, an arrangement was in place in which the district will pay the teacher's benefits and the Tribe will pay the salary. This development further broadens and deepens the tribal community's efforts to revitalize and perpetuate the Anishinaabe language.

HANNAHVILLE INDIAN COMMUNITY



Project Title:	Workforce Development Project
Award Amount:	\$752,819
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 29 jobs created
- 5 businesses created
- 38 elders involved
- 68 youth involved
- \$23,088 in resources leveraged
- 73 individuals trained
- 12 partnerships formed

BACKGROUND

The Hannahville Indian Community is a federally recognized tribe residing in Michigan’s Upper Peninsula approximately fifteen miles west of Escanaba. The Tribe has 755 enrolled members, 483 of whom reside on the 5,800-acre reservation. Approximately 100 additional members live nearby and 90 tribal member descendents live either on the reservation or in the surrounding area.

The tribe operates a gaming enterprise that has made a positive economic impact on the reservation community. Despite this significant employment source, unemployment on the reservation is still 40%. The community is not suffering from

a lack of jobs, but rather a lack of qualified individuals to fill them.

In 1995 the Hannahville Indian Community received funding from the Department of Education to develop a tribal vocational rehabilitation program. This project, VISIONS, serves approximately 100 people every year, but is limited to serving only members of federally recognized tribes who are unemployed and who have employment impacting disabilities. Therefore, no resources are available for tribal descendents, those without disabilities, and underemployed individuals.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop and implement a workforce development program to address the unemployment and underemployment of tribal members and descendents with vocational assessment, career planning, and training in select skill development programs.

The project’s first objective was to identify the number and types of positions needed for tribal economic development and program expansion for each of the three project years. Project staff formed an advisory committee consisting of tribal

department employees, members of Project VISIONS and school staff to assist in this process. The project director developed a binder including descriptions of all available jobs and tribal departments. Additionally, project staff used the DataOps tribal vocational rehabilitation software to record information on individual clients and track their employment status.

Objective two focused on identifying unemployed and underemployed tribal members and descendants to assess their vocational skill level, potential and interests. The final stage of the assessment allowed participants to create an individual career development plan (ICDP), to use as a blueprint for their future career paths. The project enrolled approximately 175 tribal members and descendants in the program over the three-year period. Participants worked with a counselor in developing short and long-range career goals.

Objective three was to develop project participants' marketable work skills in the following areas: 1) vocational assessment; 2) job specific skills; 3) social and interpersonal skills; 4) job seeking, job placement and career development; 5) career advancement; and 6) follow-along support services. The project provided tuition for classes and training costs for participants to increase their job skills and qualify for employment. Examples of training included cosmetology classes, heavy equipment training, truck driving school, certified nursing courses and casino machinery operation. The Hannahville Employment and Training Services (HEAT) program also offered classes to program participants.

Objective four focused on conducting an evaluation of the project to assess its effectiveness and efficiency. At the close of the first year, project staff distributed a feedback survey, the results of which indicated a desire for the program to be

more culturally appropriate. Project staff therefore planned additional cultural activities such as water ceremonies and talking circles. During the third project year, staff focused on lessons learned from the previous years and expanded the workforce development program.

The project staff initially found it difficult to develop a rapport with the community and build support for the program, but overcame this challenge by increasing face-to-face time with participants and promoting success stories.

OUTCOMES AND COMMUNITY IMPACT

This project provided participants with knowledge for both the short and long-term. The counselor sessions increased hope for the future and bolstered self-confidence. The project coordinator, Pete Dishaw expressed, "People learned they can do it, that they are capable."

The project also provided new opportunities for tribal descendants and underemployed tribal members, as they had previously been excluded from job creation projects on the reservation.

Employers benefit from an increasingly skilled workforce. There are now more qualified individuals to fill positions, increasing productivity. The project also helps non-native employers overcome stigmas concerning hiring Native Americans.

Overall, this project and its continuation through tribal funds and grant money will reduce the 40% unemployment rate on the reservation and will provide increased upward mobility for residents.

LITTLE TRAVERSE BAY BAND OF ODAWA INDIANS



Project Title:	Waganakising Odawamowin Project
Award Amount:	\$437,148
Type of Grant:	Language
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 23 elders involved
- 42 youth involved
- \$19,560 in resources leveraged
- 6 individuals trained
- 14 partnerships formed
- 268 native language classes held
- 42 youth increased their ability to speak a native language
- 5 adults increased their ability to speak a native language

BACKGROUND

The Little Traverse Bay Band of Odawa Indians was federally recognized in 1994 and is located in the northwest region of Michigan’s lower peninsula. The Tribe counts approximately 4,000 enrolled tribal members, of which 900 live within the reservation area.

The Odawa people traditionally have spoken Odawamowin, a language within the Anishinaabe language family. Since 2003, one staff person has run the Odawamowin Language Program in an effort to preserve and revitalize the language. In 2004, the

Tribe conducted a language survey within their community and discovered that only nine fluent speakers remained and 50% of tribal members speak no Odawamowin at all.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop and implement a language curriculum to preserve and revitalize Odawamowin for the Tribe’s present and future generations.

The project’s first objective was to create an Odawamowin curriculum for the effective teaching and learning of the Odawa language. To complete the objective, the Tribe hired a curriculum developer and a fluent Odawamowin speaker. In collaboration with the Odawa Language Program director, the team created a beginning level Odawamowin curriculum suitable for use with all age groups. Project staff ensured the curriculum followed the standards of the American Council on the Teaching of Foreign Languages and the Michigan Department of Education to allow for the future expansion of the Tribe’s language revitalization efforts.

The project’s second objective was to have a minimum of 85 tribal community members attend a minimum of five Odawamowin

classes and increase their knowledge of the Odawa language. At the commencement of project implementation, the principal from the local Harbor Springs High School approached the Tribe to discuss offering daily Odawamowin classes for credit. The Tribe and the high school reached an agreement, and fifteen students enrolled in the course. The class utilized the curriculum developed under the project's first objective, and met 5 days a week for 70-minute classes. Twelve students completed the course. Additionally, project staff presented portions of the curriculum to 5 students at the local middle school, 22 students at the Tribe's Head Start program, and 8 students at the recently launched tribal community classes.

The project's third objective was to create Odawamowin language learning, teaching and preservation resources by videotaping 50 interviews of elder fluent speakers. To complete the objective, project staff received videography and video editing training. Due to historical trauma, many of the Tribe's elders were reluctant to speak their language, and staff worked to build a relationship of trust. Eight elders shared their knowledge, stories, and wisdom with staff interviewers. These recordings preserved the spoken Odawamowin language for future generations, but also served as a language revitalization resource. Staff edited the language recordings into short scenes to complement the completed Odawamowin curriculum. Staff also provided MP3 players pre-loaded with portions of the elder recordings in an effort to move language learning outside of the classroom environment.

OUTCOMES AND COMMUNITY IMPACT

The Little Traverse Bay Band of Odawa Indians now possesses a language curriculum that fits the learning needs of the tribal community. Fluent elders shared their

language skills with project staff, which served to enrich the lesson plans of the curriculum. These activities served to reinforce the elders' traditional positions as holders of knowledge and wisdom within the Odawa tribal community.

Harbor Springs High School provided the Tribe with a unique opportunity to implement the completed curriculum, and the school became the first in Michigan to offer a Native American language class for credit. The implementation of this curriculum, along with Head Start classes and the recently developed tribal community classes, led to 47 community members increasing their ability to speak Odawamowin.

To ensure the continuation of project activities, Harbor Springs High School and the Tribe reached an agreement to offer Odawamowin classes for the 2008-2009 academic year. Project staff has also begun discussions with the school and the state to begin the certification process for the Tribe's Odawamowin teacher. Finally, at the conclusion of the project timeframe, staff was organizing a funding application to the Institute of Museum and Library Services to continue the development of multimedia language resources.