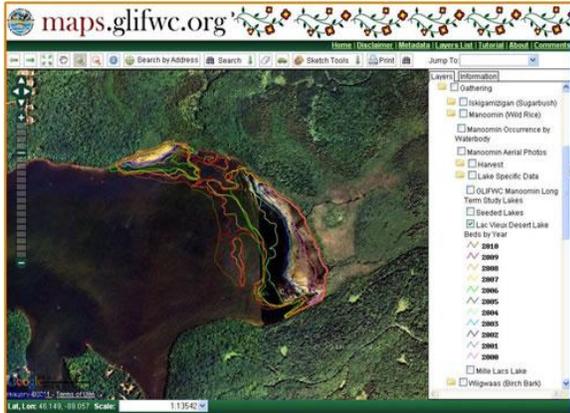


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## GREAT LAKES INDIAN FISH AND WILDLIFE COMMISSION



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<b>Project Title:</b>	GLIFWC's Ceded Territory Environmental Regulatory 404 Permit Project
<b>Award Amount:</b>	\$239,931
<b>Type of Grant:</b>	Environmental
<b>Project Period:</b>	Sept. 2008 – Sept. 2011
<b>Grantee Type:</b>	Native Nonprofit

WISCONSIN

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### PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 4 elders involved
- \$35,568 in resources leveraged
- 108 individuals trained
- 30 partnerships formed

### BACKGROUND

Formed in 1984, the Great Lakes Indian Fish and Wildlife Commission (GLIFWC) is a natural resource management consortium comprised of 11 sovereign Ojibwe member governments in Wisconsin, Minnesota, and Michigan. GLIFWC assists its member bands in the implementation and protection of off-reservation treaty rights and natural resource management. Total enrollment is 35,598 for the member bands: Fond du Lac, Mille Lacs, St. Croix, Lac Courte Oreilles, Red Cliff, Bad River, Lac du Flambeau, Sakagon, Lac Vieux Desert, Keweenaw Bay, and Bay Mills. The member tribes control 58,469 acres of land ceded in the Chippewa treaties of 1836, 1837, 1842 and 1854.

Member tribes rely on aquatic habitats to sustain fish, waterfowl, and wild plant resources harvested by tribal members under

reserved treaty rights. Unfortunately, according to the USDA Forest Service, many ceded territory aquatic ecosystems have experienced degradation due to a 500 percent increase in seasonal lakeshore building from 1980 to 2000. Lakeshore building requires a Federal Clean Water Section 404 permit approved by the Army Corps of Engineers (ACOE) to fill in a wetland or dredge a lake for boat access. In addition, states issue Aquatic Plant Management Permits to remove vegetation, which can negatively impact ecosystems of ceded territory lakes. Prior to this project, GLIFWC's member tribes did not have a voice in the state and federal permitting processes.

### PURPOSE AND OBJECTIVES

The purpose of this project was to improve tribal protection of treaty resources and ecosystems by giving GLIFWC the ability to formally comment on state and federal permit review processes. The project's objective was to establish and implement a tribal evaluation system equipped with Geographic Information Systems (GIS) coverage to assess the ecological impacts from Federal Clean Water Section 404 and Aquatic Plant Management permit

applications, and to identify the associated risks posed to treaty resources and aquatic habitats in ceded territories. This GIS enabled evaluation system would serve to improve the Commission's ability to prepare and submit comments on aquatic permit applications in a manner consistent with ACOE's tribal consultation policies, Presidential Executive Orders, and federal court rulings reaffirming tribal harvesting and gathering rights. GLIFWC aimed to accomplish this objective in three separate areas, with a focus on the ceded territories in Minnesota in year one, Wisconsin in year two, and Michigan in year three.

Project staff purchased and installed four new network servers to operate the requisite open-source software applications, including Post-gresql, Post-gis, Mapserver, Geomoose, PHP, Apache, and Openlayers. Project staff then used these applications to compile, assess, and analyze spatial database coverage of ceded lands in Minnesota, Wisconsin, and Michigan, including roads, topography, land ownership soils, and hydrology coverage. To support preparation of digitized maps, staff created a summary memo compiling traditional ecological knowledge collected from tribal members and GLIFWC staff to identify known fish spawning beds, waterfowl breeding sites, and other critical aquatic habitats needed to support off-reservation treaty harvests in the ceded territories. The combination of traditional knowledge and computerized data provided GLIFWC with a far richer knowledge base with which to assess potential environmental threats and to make comments pertaining to those threats on permit applications. By the end of the project, staff reviewed and commented on a total of 17 state and federal permit applications.

## **OUTCOMES AND COMMUNITY IMPACT**

The 11 member tribes represented by GLIFWC benefitted from this project by gaining the capacity to more effectively assess risks to treaty resources and habitats. The member tribes now have a voice in the state and federal permitting processes, and can utilize knowledge and expertise to identify threats to habitats before permits are approved. This ability to identify threats ahead of time allows the tribes to circumvent certain problems entirely, rather than having to react after the fact. Additionally, the capacity gained from this project allows tribal members to assess their own resources more effectively. For example, tribal fishermen can access more complete information regarding local fish populations than ever before.

Resource managers in neighboring state, federal, and local governments benefitted as well. These managers now have access to better, more complete information for making resource management decisions. For example, access to GLIFWC's Web site was provided to local highway departments, enabling them to make more informed decisions regarding road maintenance and repair.

Finally, GLIFWC staff benefitted by gaining the ability to provide faster, more precise responses to questions from tribal leaders due to increased access to quantitative information about environmental characteristics, such as the number of acres in a wild rice bed. The website that staff created displays current information as well as historic patterns, which will be valuable in monitoring both current trends and changes over time.

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## GREAT LAKES INDIAN FISH AND WILDLIFE COMMISSION

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<b>Project Title:</b>	Minwaajimo – Telling a Good Story: Preserving Ojibwe Treaty Rights for the Past 25 Years
<b>Award Amount:</b>	\$203,694
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2010 – Sept. 2011
<b>Grantee Type:</b>	Tribal Consortium

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WISCONSIN

### PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 1 Native American consultant hired
- 152 elders involved
- 215 youth involved
- \$77,276 in resources leveraged
- 15 partnerships formed

### BACKGROUND

Great Lakes Indian Fish and Wildlife Commission (GLIFWC) is a regional organization comprised of 11 tribal governments across three states: Michigan (Bay Mills, Keweenaw Bay and Lac Vieux Desert), Wisconsin (Sokaogon/Mole Lake, Lac du Flambeau, Bad River, Lac Courte Oreilles, Red Cliff and St. Croix), and Minnesota (Fond du Lac and Mille Lacs). These tribes combined have over 35,000 enrolled members, with territories covering 45,423 square acres. The member tribes are signatories to treaties that ceded millions of acres of land to the U.S. Government in the mid-1800s; the tribes, however, retained off-reservation treaty rights to hunt, fish, and

gather in the ceded lands. Formed in 1984, GLIFWC is a legal structure for intertribal co-management and regulation of natural resources, enabling tribes to exercise and protect treaty rights.

In July 2009, GLIFWC held the “Minwaajimo (Telling a Good Story) Symposium” in conjunction with its 25<sup>th</sup> anniversary, to record stories of the treaty rights struggles. The symposium included five panels over two days, with discussions on: legal issues and history; natural resource management impacts (harvest and co-management); and social, economic, and political issues. A total of 475 people, including 248 tribal members, attended the symposium.

### PURPOSE AND OBJECTIVES

The purpose of this project was to document and preserve, from an Ojibwe perspective, the efforts made by GLIFWC tribal members to reaffirm and implement off-reservation treaty rights, thereby providing an informational foundation for community understanding and cooperation.

The first objective was to compile, collate, and edit all media materials from the Minwaajimo Symposium. To accomplish this, the project coordinator collected 314 pages of unedited transcriptions, six professional papers, 50 hours of raw video footage, and over 14 hours of audio from panel presentations and speakers. Due to poor quality of the video and audio recordings, editing took longer than expected but was successfully completed.

The second objective was to publish 1,500 copies of the multimedia publication “Minwaajimo: Telling a Good Story” for distribution to the 11 member tribes and other organizations, and to create an internet-based informational forum for tribal and public access to the multimedia publication. From the raw video and audio, the digital media operator produced 26 short video clips that were uploaded to YouTube, and 14 longer video segments for the Minwaajimo DVD. The videos, which included numerous historical images and background music by symposium performers, addressed the panel topics covered at the symposium. The digital media operator also created a Minwaajimo Web site, which is now being maintained by GLIFWC’s network administrator. The project coordinator produced a 336-page book from the transcriptions, which includes the professional presentation papers as well as stories from symposium participants.

The third objective was to distribute and archive the multi-media publication “Minwaajimo: Telling a Good Story,” provide 11 intergenerational workshops for member tribes, and distribute additional multi-media publications to state, local, and regional organizations. Each of the 11 member tribes hosted an intergenerational workshop, and the project coordinator gave six presentations at GLIFWC meetings and area schools. The project team produced an unabridged and an abridged edition of the

multimedia package. The unabridged version includes the Minwaajimo book and DVD, as well as GLIFWC’s Ojibwe Treaty Rights DVD, Understanding Treaty Rights book, Ojibwe Journeys book, and brochure. The abridged version includes the Minwaajimo book and DVD, and the Ojibwe Treaty Rights DVD. Each member tribe received 100 copies of the unabridged package, and abridged versions were sent to groups such as tribal schools and state historical societies, for a total of 2,563 packages distributed by the end of the year.

#### **OUTCOMES AND COMMUNITY IMPACT**

Following the intergenerational workshops, the project coordinator received significant positive feedback from schools, tribes, and the general public. Area teachers also are pleased to have these materials for use in the classroom, and the University of Wisconsin-Superior intends to use the Minwaajimo book to establish a major in First Nations Studies. The workshops have created an intergenerational conversation about treaty rights, allowing elders to pass their stories on, and giving youth the tools to defend and protect treaty rights for future generations.

The media materials have all been archived, and GLIFWC’s Public Information Office will fill future requests for the Minwaajimo book and DVD. Project staff hope that the distribution of these materials, along with sustained efforts to educate the general public, will continue to enhance local understanding of treaty rights and improve the perception of tribal members who exercise hunting, fishing, and gathering rights.

*“Tribal members have really embraced the materials, finding connections between panelists’ stories and their own.”*

LaTisha McRoy, Project Coordinator

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## GREAT LAKES INTER-TRIBAL COUNCIL



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<b>Project Title:</b>	Honoring Our Families
<b>Award Amount:</b>	\$942,351
<b>Type of Grant:</b>	SEDS - Strengthening Families
<b>Project Period:</b>	Sept. 2006 – Sept. 2011
<b>Grantee Type:</b>	Tribal Consortium

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### PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 4 Native American consultants hired
- 298 elders involved
- 2,733 youth involved
- \$372,002 in resources leveraged
- 269 individuals trained
- 218 partnerships formed

### BACKGROUND

The Great Lakes Inter-Tribal Council (GLITC) was founded in 1965 as a nonprofit organization with headquarters on the Lac du Flambeau Reservation in northern Wisconsin. GLITC is a consortium of 12 federally recognized Native American tribes in Wisconsin and Michigan that provides programs and services to constituent tribes to support the expansion of self-determination efforts and the improvement of tribal governments, communities, and individuals.

Prior to this project, families in need of tribal services often had to visit multiple providers who failed to effectively communicate with one another and often worked in disparate locations. The result

was time-consuming and inefficient service delivery.

### PURPOSE AND OBJECTIVES

The purpose of this project was to develop and provide a coordinated system of social service delivery to Native American families at seven of the 12 tribal sites in northern Wisconsin. The seven participating sites were Bad River, Forest County Potawatomi, Lac Courte Oreilles, Lac Du Flambeau, Red Cliff, Sokaogon Chippewa, and St. Croix. The strategy employed by project staff was designed to ameliorate the challenges that families faced in the conventional, fragmented delivery of social services. Under this new model, coordinated treatment teams operated at each of the seven sites, and instead of seeing multiple providers, families could talk to a single service coordinator who would consult with the family about its needs and preferences. The coordinator would then confer with a coordinating committee about the family, and the committee would create a customized treatment team; the teams were interdisciplinary, consisting of child welfare personnel, therapists, counselors, child protective service workers, and any other professionals necessary for a family's specific circumstances.

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In order to build the professional networks necessary to form the treatment teams, one of the project's objectives was for each tribal site to develop at least 35 partnerships with agencies such as Indian Child Welfare, domestic violence shelters, alcohol and substance abuse agencies, Social Services, Temporary Assistance for Needy Families, tribal elders and leaders, mental health providers, maternal and child health providers, marriage counselors, spiritual leaders, and GLITC's Honoring Our Children (HOC) staff. Project staff at the seven sites exceeded their goal in this regard, forming 218 total partnerships with these agencies and others.

The next objective was for one Honoring Our Family (HOF) treatment team member from each tribal site to attend three out of four quarterly HOC Project Advisory Committee meetings. HOF staff attended these meetings, which helped maintain consistent, coordinated communication and service delivery within and across different sites.

The coordinated treatment teams were a new method of service delivery in this setting, so the various clinicians and professionals required significant training in the process. Over the first two years of the project, HOF staff trained 225 professionals to be proficient members of coordinated treatment teams. However, due to this extensive training period, the treatment teams were not operational until the end of year two, which resulted in a late start for providing direct services to families. Project staff's goal was to provide services to 210 families, but due to the delay, treatment teams provided services to a total of 135 families over the remaining three years of the project.

The final objective was for project staff to conduct workshops designed to foster healthy relationships between couples. Project staff had planned to create an

original workshop curriculum, but opted instead to teach the workshops with established, culturally sensitive curricula adopted from Native Wellness Institute and Discovery Dating. Workshops took place on a weekly basis at each site for one hour, and typically involved eight to 10 participants per session. The primary focus of these workshops was to build communication skills with a goal of achieving healthier, more stable relationships. A total of 1,017 individuals participated in these workshops.

#### **OUTCOMES AND COMMUNITY IMPACT**

The primary beneficiaries of this project were the program participants, who either received coordinated family services, took part in healthy relationship workshops, or both. Families whose services were managed by interdisciplinary treatment teams received smoother, better coordinated, and more complete service delivery, including counseling, child protective services, and child welfare services.

Workshop participants benefitted from building enhanced communication skills and coping strategies to handle conflict in a healthy manner. In the words of one of the participants: "The workshops were good for us as a couple because they taught us how to communicate and resolve conflicts better. We learned we had to take care of ourselves as individuals and as a couple in order to take care of our kids and family as a whole. We feel like we're much better off as a family now than we were when we started."

Moving forward, many of these benefits will be sustained, as five of the seven tribes have secured funding to maintain coordinated systems of care.

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## LAC DU FLAMBEAU OF LAKE SUPERIOR INDIANS



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<b>Project Title:</b>	Broadcast Ojibwe to Increase Achievement
<b>Award Amount:</b>	\$402,631
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2009 – Sept. 2011
<b>Grantee Type:</b>	Tribe

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### PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 6 elders involved
- 68 youth involved
- 7 partnerships formed
- 2 language surveys developed
- 100 language surveys completed
- 1,026 native language classes held
- 300 youth increased their ability to speak a native language
- 200 adults increased their ability to speak a native language

### BACKGROUND

The Lac du Flambeau Band of Lake Superior Indians Reservation is located in the northeast portion of Wisconsin, predominantly in Vilas County. There is a total enrollment of 3,057 band members with approximately 1,608 residing on the reservation. Prior to this project, the tribe's Ojibwe language program catered to those who resided on or near the reservation, and individuals living remotely were typically unable to participate in language learning because instruction was conducted in person. Although the Ojibwe language is not

threatened, the particular Waaswaaganing dialect is in peril, with only one remaining elder who is fluent. Without strategies in place to bolster Waaswaaganing learning amongst the younger generation, the future of the dialect is at risk.

### PURPOSE AND OBJECTIVES

The purpose of this project was to remove barriers to Waaswaaganing Ojibwe language learning, particularly amongst tribal youth and individuals who live remotely. The first objective of the project was for project staff to create 36 distinct Ojibwe language podcasts, representing key language topics as identified by local elders. These podcasts were to be broadcast and available for free download to a minimum of 2000 online subscribers. The target audience included Lac du Flambeau public school and Headstart students and staff, tribal employees, Lakeland Union High School students and staff, and nonresident tribal members.

Unfortunately, there was a six-month delay in hiring key personnel, so project staff were not able to reach the original goal of 36 podcasts, instead creating 24 over the remaining 18 months. Every podcast was comprised of a short story based on a distinct, culturally relevant topic of interest

such as food, nature, and traditional cultural activities. Project staff obtained input from six tribal elders regarding the content of these lessons, and included 20 new terms and 10 new phrases in each one. To make the podcasts universally available, project staff created a domain space and uploaded all of the podcasts to: [www.ojibwelanguage.podomatic.com](http://www.ojibwelanguage.podomatic.com).

Podomatic is a free hosting site for podcasts; learners will be able to access the podcasts after the project ends. In order to promote participation and collect feedback from subscribers, staff created a Facebook page that linked directly to the Podomatic site. Feedback was overwhelmingly positive, and the project's Facebook page eventually garnered 1,186 "likes." By project's end, staff significantly exceeded the goal of 2,000 subscribers, with a total of approximately 3,500, including subscribers in unexpected regions such as Alaska, Canada, Australia, New Zealand, and China (subscribers' locations were gleaned from IP addresses).

The second objective entailed using the 24 podcasts for language instruction in a formal classroom setting at Lakeland Union High School. Ojibwe was already offered at Lakeland Union for language credits, but the difference in this case was incorporating the use of iPods and podcasts into the curriculum. The goal was for no less than 16 students to participate in Ojibwe classes that utilized the podcasts. Project staff exceeded this goal, with a total of 34 students completing courses, which involved pre-tests, instruction, activities, review, and post-tests for each of the 24 identified subject areas. In order to facilitate learning and measure progress, project staff created a PDF workbook to accompany each podcast. Workbooks contained pre- and post-tests covering the content of each lesson, with a goal of learners averaging a 75 percent proficiency rate in post-tests. By project's

end, learners demonstrated an average proficiency rate of 90 percent on post-tests, thereby exceeding the goal and demonstrating significant language learning.

#### OUTCOMES AND COMMUNITY IMPACT

The student participants at Lakeland Union High School significantly increased their ability to speak, understand, read, and write Ojibwe while learning through an engaging new format that utilized cutting edge technology. Students had a chance to reconnect with their native culture, which increased their self-esteem and native pride. Consequently, the school now has more engaged and resourceful native students which, according to Lakeland Union teachers, has promoted appreciation of different cultures within the school.

The resources created through this project will result in sustained benefits for students and remote language learners. The PDF workbooks will continue to be used by the school in its Ojibwe classes, and there is no expiration on Podomatic uploads, so the podcasts will remain a free, lasting resource available in perpetuity for future learners.

The six tribal elders who provided input to the language lessons expressed a strong sense of gratification from contributing to the continuity of tradition, language, and culture. According to project staff, the sole fluent elder in the community was convinced that the Waaswaaganing dialect was going to die prior to this project, but because of what was accomplished, he no longer thinks so.

*"Through this project, we brought the language to the people. We've created lasting resources that people can access from anywhere. This isn't about plugging a leak—it's about building the future."*

Leon Valliere, Project Director

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## WAADOOKODAADING, INC.



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<b>Project Title:</b>	Waadookodaading Immersion Charter School: Surviving through Grade 5
<b>Award Amount:</b>	\$745,613
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2011
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 10 full-time equivalent jobs created
- 2 Native American consultants hired
- 20 elders involved
- 200 youth involved
- \$426,846 in resources leveraged
- 20 partnerships formed
- 10 language teachers trained

### BACKGROUND

The Lac Courte Oreilles (LCO) Band of Lake Superior Chippewa Indians is a federally recognized tribe with 7,275 enrolled members. The LCO Reservation, established in 1854, totals 76,465 acres and has an approximate population of 2,900. As a result of federal policies in the 1870s through 1950s, many children were sent from the reservation to boarding schools, and adults were often relocated to nearby cities. Consequently, many tribal members lost touch with their native identity, and there was a precipitous decline in the use of the Ojibwe language.

Waadookodaading (“the place where we help each other”) Ojibwe Language

Immersion School was established in 2001 in support of the LCO Tribal Council’s strategic plan to maintain Ojibwe as an active language. The school’s mission is to create fluent Ojibwe speakers who can meet the challenges of a rapidly changing, modern world.

### PURPOSE AND OBJECTIVES

The purpose of this project was to expand the school by offering fourth and fifth grade, ensuring a cohesive academic program from kindergarten through grade five and raising the Ojibwe proficiency level for all students.

The first objective was to phase in one grade each year, so project staff hired and trained one new teacher per year, and began teaching fourth grade classes in year one and fifth grade classes in year two. The second objective, to be implemented concurrently, was to develop fourth and fifth grade curricula, and to strengthen core studies and Ojibwe language education. Teachers worked with elders and a curriculum development consultant to create lesson plans, including 325 booklets, worksheets, and activity guides. Project staff aligned the lessons with Wisconsin fourth and fifth grade standards in math, social studies, science, history, and language arts. Often,

lessons were produced only a few days before they were taught, and the curriculum development team worked intensely to stay ahead of teachers using the new curricula. The curriculum team continues to meet regularly to ensure that all materials address current state standards, and to maintain an up-to-date catalogue of lesson plans.

The third objective was to recruit 40 additional students, and increase the number of community outreach events to support family and community language learning. Waadookodaading staff held an average of 25 family language nights and 5 community events each year, including seasonal immersion camps, open houses, and feasts. Project staff members reported that these events helped increase the desire of tribal and community members to learn Ojibwe, and educated parents about the academic, cultural, and social benefits of sending their children to Waadookodaading. From 2008 through 2011, the school enrolled 19 new students, with a total enrollment of 40 at the end of the project. Despite some initial reluctance from parents, those who enrolled their children at the school stated they chose to do so after hearing positive reviews from other parents, learning about the academic success of Waadookodaading students, observing the school’s social and cultural climate, and seeing the strong commitment of the teachers and administrators.

**OUTCOMES AND COMMUNITY IMPACT**

As a result of the school and project staff’s exhaustive efforts, Waadookodaading educators now have significantly more resources and training to teach in a language immersion setting. In addition, parents have gained confidence enrolling their children knowing they will not have to switch schools after third grade. According to Executive Director Brooke Ammann, offering immersion education for children through fifth grade has created the

opportunity for LCO youth to attend seven consecutive years of language immersion school, and to become genuinely proficient in Ojibwe. Ms. Amman stated, “The last time that a child born here had seven years of exposure to Ojibwe was 90 years ago. This year, though, we graduated one student with 7 years of immersion, and another with 8 years.”

In a 2010 Ojibwe language evaluation using the Early Language Listening and Oral Proficiency Assessment from the Center for Applied Linguistics, 83 percent of third through fifth grade students at Waadookodaading advanced at least one level in oral fluency, grammar, and vocabulary, and 100 percent increased one level in listening comprehension.

Waadookodaading students also tested well on the 2010 Wisconsin Knowledge Concepts Examination (WKCE), highlighting the strong academic results of this project. On the WKCE, 66 percent of third through fifth grade students scored proficient or advanced in reading, and 33 percent tested proficient or advanced in math. These scores showed improvement from previous years, and were better than those of peers at local public schools.

Parents report that beyond academic success, Waadookodaading students have learned to be proud of their native identity, are noted for their confident and respectful behavior, and have inspired their parents and other adults to learn more Ojibwe.

Community members stated that this has greatly strengthened the LCO community in addition to helping revitalize language and culture on the reservation.

*“When I was young there was nobody to teach me the language. Being able to be a bridge between the language and the students is really fulfilling.”*

Alex DeCoteau, Waadookodaading Teacher