

1. Project Justification

1. a. Statement of Need/Problem/Challenge; what assessments were used to identify need

The Red Cliff Band of Lake Superior Chippewa is in the northernmost point of Wisconsin on the Bayfield peninsula of Lake Superior. This rural, remote community is on 14,545 acres of forested lands abundant in natural resources, carefully managed by the tribe. Red Cliff emerged out of a series of land cession treaties between the United States and the Lake Superior Chippewa, headquartered at Madeline Island. The 1854 LaPointe Treaty led to the current reservation after Chief Buffalo traveled to Washington D. C. and succeeded in defeating an order of the U.S. government to remove the Lake Superior villages to Sandy Lake, Minnesota. By 1900, however, federal policies supported the eradication of Indian lands within the boundaries of Red Cliff. During this period, several factors exacerbated the historical trauma and social problems of the Red Cliff community.

Government policies supported assimilation and acculturation into the White culture, such as forced attendance in regional boarding schools. In 1859, there were 170 school-aged children in Red Cliff. A few went to a Catholic mission school in Red Cliff; many more were sent to a government boarding school in Bayfield. They were forbidden to practice the Ojibwe religion and speak their native Ojibwemowin. Acculturation had deleterious effects as traditional lifestyles that once facilitated seasonal food-gathering practices were abandoned for poor diets and poverty, which resulted in poor health and crushed spirits. Language and traditional ceremonies were lost, depriving tribal members of their cultural identity. The tribe became dependent on the federal government to survive. It was not until 1934 that the tribe regained the right to govern itself.

Red Cliff is now governed by a nine-member Tribal Council elected by enrolled tribal members. The role and responsibilities of the Tribal Council have expanded considerably since the passing of the Self-Determination and Educational Assistance Act of 1975. Today, the Tribe administers over 140 programs, grants and contracts, employing nearly 300 persons. Tribal government operations are organized into ten Departments and five divisions: Family and Human Services, Health Services, Protective Services, Public Works and Treaty Natural Resources. As a federally recognized tribe, Red Cliff has met the standards set forth by the United States in establishing and maintaining government to government relations with their own Constitution and By-Laws. As of February 2021, there are 7,551 tribal members, the majority of which (75%) live elsewhere. This is often due to a lack of educational opportunities, jobs, and affordable housing in the region of Red Cliff. A total of 1,768 tribal members live on the reservation or in nearby communities of Bayfield County.

Since the 1980's the Tribe has intentionally worked to **nurture the Anishinaabe cultural traditions and Ojibwe language**. They established the tribal library, created language learning programs, trained staff and established a curriculum at the early childhood center for the youngest members (0 – 5) to be immersed in language and culture. Activities began to grow for youth that included learning spear fishing, wild rice harvesting, language tables, elder storytelling events, music, dance, drumming, and many more cultural and traditional events. The Tribe was on a healing path in which the library played a key role with “one of the finest collections of native materials in the state with a strong focus on Ojibwe history, language, and culture,” according to Dr. Louise Robbins, former Director of the UW-Madison Library and Information Studies School. Unfortunately, in 2015, the opioid epidemic hit Red Cliff, once again immersing the tribe in more traumatic events. The library also had financial setbacks in 2016 and 2017 which improved with the awarding of an IMLS

Basic grant in 2018.

On June 4, 2018 by way of Tribal Resolution, the Red Cliff Tribal Council declared a formal **State of Emergency** related to the prescription pill and opiate abuse crisis. In this small community, the effects have been devastating. Alarming statistics reveal how the drug crisis is harming Red Cliff families. Prior to 2015 the Tribal Court would see 3 – 5 child welfare cases per year, rarely needing to remove children from the home due to parental substance abuse or neglect. As of December 2020, there are 73 children with ongoing cases, 29 of them currently in out of home placements. Many of the cases are recurring and are directly drug and/or alcohol related. With only 464 children in Red Cliff under the age of 18, the crisis is clear.

The results of the **2018 official Red Cliff Tribal Census** provided a clear picture of current conditions and captured tribal members' aspirations for the community. With a 97% return rate, Census results validated what Tribal members are experiencing: 72% of all respondents indicated that drug rehabilitation programs and facilities is a top priority. The second highest priority, identified by 51%, was the need to increase the number of stable jobs available to the community. A strong library with robust programming based upon tribal members' interests and needs addresses both of these priorities. Thus, the purpose and goal of the **Ginanda Gikendaasomin (We Seek to Learn) project** is two-fold: *to strengthen the foundation of the library to support the growth of language and culture in Red Cliff; and to expand library programming to support community members' personal aspirations related to educational and employment goals.*

In 2008, the Red Cliff community established a small tribal library to provide opportunities to preserve, learn and share history, language, and culture of the Anishinaabe Ojibwe people indigenous to this region. A strong cultural identity has been directly linked to improved resiliency against high-risk behaviors like substance abuse. The foundations of inner strength, positive identity, and knowledge of the Anishinaabe way for a healthful life and tribal well-being, can change the direction of the tribe and create a better future. These positive cultural values are embedded in the use of the Ojibwe language. Strengthening cultural identity through Ojibwe language, traditional knowledge, and related activities can also help reduce risk factors for diabetes, childhood obesity, mental illness and suicide, all of which are over-represented in Red Cliff youth populations.

In 2021 the library secured its own **new 2,200 square feet purpose-built building**, reinforcing the value of this institution to the community. The Ginanda Gikendaasomin Library is central to the preservation and growth of traditions and culture in Red Cliff. The library has become a hub through which tribal members of all ages may participate in year-round activities that bolster language and where they have access to a wealth of native books and educational resources. Similarly, the library also supports education and attainment of employment goals by offering access to internet, computer lab, and informational and skill-building workshops. As such, the Ginanda Gikendaasomin library is uniquely positioned to improve the well-being of the Red Cliff community.

Due to **extremely limited financial resources**, the library currently operates only 12 hours per week with one part-time library assistant on Tuesdays and Thursdays from 3 to 6 pm and Saturdays from 12 – 6 pm. Despite the limited capacity and open hours, during the first two quarters of FY19, there were 271 individual library visits during regular open hours, 76% of whom were adults over 18. In addition to daily attendance, 1,137 participants attended the library for special events and programs, 47% of whom were adults over 18.

As stated by one elder, *“Red Cliff does not yet have a strong library culture. Traditional ways of knowing and learning have not always come from books and schools.”* The historic role of government schools in suppressing native language and lifeways should not be underestimated. However, the library is a place that reaffirms cultural identity, as evidenced in its collection and reflected in programming, and the result is a shift in the community’s perception of what a library is and how a library can support one’s personal growth. As the library has grown its collection, library staff have built relationships with community members and partners. Programming creates opportunities that bring people together to learn and to be; this sense of connection and relationship is key to building buy-in or attracting participation in other kinds of programming.

With the increased usage, an increasingly-vaccinated community that is eager to return to public life amongst the COVID-19 coronavirus health pandemic, and its own dedicated space, the library is poised for tremendous growth in usage and in the number and variety of programs and services offered. The purpose of this grant is to expand hours of operation and staffing of the current library; to increase access to traditional knowledge and culture through language tables, activities and materials; to provide access to educational opportunities both traditional and school-based knowledge; and to provide information and support in building skills for job seeking. Other than the IMLS Basic grant, the library has had few resources to support action toward these goals.

1.b. Intended audience: Who will benefit?

The audience to be served are all 1,353 tribal members living in the small community of Red Cliff. With more than 160 children in Red Cliff Head Start, Early Head Start, or on waiting lists, young children have been a primary focus with intergenerational programs such as Storytime with Elders. For older school-age students enrolled in Bayfield Schools, after-school open hours provide access to books, computers, and a place to study that is close to home. One demographic that will benefit greatly from targeted programming is young adults aged 18-35. 31% of respondents in this age group were unemployed at the time of the 2018 Census. An important goal of this project is to offer informative programming that will provide young adults with the information, encouragement and access to resources for taking the next step, be it toward completing an educational goal or formatting a resume online.

1.c. Relevance to goals and objectives of grant program

This project best aligns with the enhancement grant Goal 2: Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users; objective 2.2: support the development and implementation of classes, events, teaching tools, resources, and other educational services. Also with Goal 3: Enhance the preservation and revitalization of Native American cultures and languages; objective 3.2: support the preservation of content of unique and specific value to Native communities. The project supports educational and job-related aspirations with classes, events, resources, and other educational services; and to support the preservation and revitalization of Ojibwe culture and language.

1.d. Evidence of relevance to goals and objectives, best practices

Many sources of data reflect the Red Cliff community’s interest in and need to deepen knowledge of language and culture, as well as the need for programming that can support tribal members’ journey toward educational attainment and sustainable employment. The official Tribal Census completed in July 2018 and the Red Cliff Language and Culture Strategic Plan completed in 2019 are primary sources of this information.

Language & Culture Goals: Census participants were asked about language skills, traditional knowledge and activities, and participation in cultural events. Over three-quarters (77.1%) of the surveyed population acknowledged speaking little or no Ojibwe, and 71.5% have little or no understanding of the language. Less than 10% were reported to have a good or better understanding and less than 5% had good or better speaking skills. However, 60.8% of households reported having members that are interested in taking Ojibwe language classes. 46.2% of households reported members who currently practice traditional knowledge or have traditional skills. Examples include native arts such as beading and leather work and making regalia; knowledge and skills related to ceremonies and events; seasonal activities like tapping trees to make maple syrup; traditional medicine and ethnobotany; and storytelling. Approximately 55% of households had members who participate in hunting, fishing, or gathering rice on tribal lands or ceded territory. This represents a solid base upon which to build more robust participation, especially among youth.

The 2018 Johnson O'Malley Parent Survey of 4K-12 Native children in Bayfield Schools – 80% of whom are Native – further illustrates the interest in learning cultural lifeways and practices such as traditional arts, Ojibwe history and traditions. 62% of respondents indicated interest in learning Ojibwemowin (language). This was reaffirmed in the 2018 Census, in which 85% of households reported going to some or most cultural events. From the development of a library collection focused on Ojibwe history, language, and culture to creating opportunities for community members of all ages to learn by participating in cultural activities, the Ginanda Gikendaasomin Library has been successful in addressing these aspirations.

Education and Employment Goals: The 2018 Tribal Census illustrates several challenges related to attainment of education and employment goals. Excluding the segment of the adult population who are retired or disabled, approximately 77% of surveyed adults were part of the labor force; 23.1% of this labor force were unemployed. The data for younger adults is starker; 98% of adults aged 18-35 were in the labor force; 31.1% of this labor force were unemployed. Compared to the labor force as a whole, a smaller percentage of young adults were engaged in permanent full-time employment.

About 22% of surveyed households have members that were seeking new, different, or additional employment. Of these respondents, 33.3% cited Education/Job skills/Experience as a significant barrier to full employment or employment in a desired industry or position. Other Census data further illustrates the link between employment and education; of the 162 respondents who were unemployed, only 11.8% held a degree or certificate above high school diploma. However, the percentage of adults with a 9th-12th grade education, but no diploma or GED, was almost 2 times higher in the unemployed population as in the adult population as a whole. It is perhaps not surprising then that, when asked what programs they would like to see at the Red Cliff Library, 49.6 % of respondents mentioned GED/HSED classes. 57.4% would like to see tutoring programs.

2. Project Workplan

2.a. WHAT activities and what sequence

IMLS Basic Grant funds currently support a part-time library assistant, which enables the library to maintain a consistent schedule and to remain open 12 hours per week. The Enhancement grant would add three hours per week to the Library Assistant schedule and would fund the addition of a full time Library Outreach Coordinator. With this increase in staffing, the library open hours will increase from 12 to 32 hours per week and will include evening and weekend hours. Staff time outside of open hours will be dedicated to

administrative tasks and time for planning and meetings.

Popular and successful programming, much of which has focused on language and culture, will continue. This programming is offered in collaboration with the Red Cliff Tribal Historic Preservation Office and the Indigenous Arts and Sciences coordinator as well as local holders of this knowledge. A few examples of year-round program areas include:

1. Cultural programming such as Storytime with Elders; craft workshops such as making moccasins, dolls, dreamcatchers; Native author presentations and book signings; archeological digs
2. Monthly library field trips for Early Childhood Center students
3. Ojibwemowin language classes
4. Informational presentations by staff from other tribal divisions or departments, such as an Environmental series by Treaty Natural Resources staff
5. Ongoing availability/access to desktop computers, a printer/copier/scanner, and WiFi
6. Bookmobile at community events (powwow and Summer Youth Meals sites)

The Library Outreach Coordinator (LOC) will build upon existing collaborative partnerships and develop new opportunities for specific program ideas and a calendar of events. Partners who have worked with the library or have indicated an interest in doing so, along with potential programming ideas, are listed below. It is also anticipated that additional opportunities will evolve organically as the Outreach Coordinator gains familiarity with the community’s desires, interests and needs.

Red Cliff Human Resources; New Hope Supportive Housing Resource Coordinators; UW Ext.	<ul style="list-style-type: none"> • Searching for and applying for jobs online • Careers and occupations in demand at Red Cliff • Financial management, home finances • Preparing a job application or resume
Lac Courte Oreilles College (Red Cliff Outreach Site)	<ul style="list-style-type: none"> • Exploring/planning for post-secondary education; • General or technical skill-building classes (for example, basic software applications such as Excel); • In-person academic classes for credit
Bayfield Public Schools	<ul style="list-style-type: none"> • Academic tutoring & GED Classes
Apostle Islands Booksellers	<ul style="list-style-type: none"> • Facilitating book clubs, readings, writing workshops
Red Cliff Tribal Historic Preservation Office; Indigenous Arts & Sciences coordinator (Education/Library building); Early Childhood Center	<ul style="list-style-type: none"> • Cultural workshops (beadwork, making regalia) • Seasonal traditions (harvesting wild rice) • Language tables or language classes • Storytime with Elders
Multiple Tribal Departments (Community Health Center, Treaty Natural Resources, Family and Human Services, and others)	<ul style="list-style-type: none"> • Informational presentations on topics of interest. • Exploring career pathways relevant to Tribal Divisions/needs
UW-Madison Information School (interns)	<ul style="list-style-type: none"> • Information/Internet literacy

A monthly calendar of activities and events – some of which will be seasonal according to tradition – will be published through the online tribal weekly newsletter, Facebook page, and in a hard copy posted or made available at key locations around the Reservation such as Peterson’s Grocery Store, the Clinic, Food

Distribution Center, Administration building, Buffalo Bay gas station, the Senior Center, Boys and Girls Club, and at Legendary Waters Resort and Casino. An ongoing community survey focused on tribal members' interests and needs regarding library resources and programming will be available at the library and online.

2.b. Who will plan implement and manage

The Education Director supervises the library program and staff and will serve as the project manager responsible for all grant management tasks such as documentation, ordering supplies, reporting, planning and liaising with Tribal Administration and Council. The Director will be available during most library open hours. The bulk of program implementation and direct service to patrons will be provided or facilitated by the Library Assistant and the Library Outreach Coordinator. The Outreach Coordinator will build upon the partnerships and programming that have been put into place to date; the part-time Library Assistant will support the new Outreach Coordinator in planning, coordinating and facilitating new partnerships, events and programming. The Library Assistant also will maintain primary responsibility for creating announcements and flyers for distribution at multiple locations throughout the Reservation and for posting on the tribal website and social media such as the library's Facebook page.

2.c. Resources needed (time, \$, personnel), partners, collaborators

The Ginanda Gikendaasomin Library is poised for great growth with its history of consistent programming and community use and its new, purpose-built space that includes a computer lab. To realize this potential requires increased community engagement and access (additional open hours) and more frequent and robust programming in priority areas of cultural knowledge and workforce development. The potential for growth is limited primarily by lack of funding to expand staff capacity. As identified, in section 2. a., the library is highly successful in developing active partnerships with tribal programs as well as community organizations and institutions and has initiated contact with many others who have expressed interest in supporting the library's mission. These collaborations will continue to grow and be active partners in this project.

2.d. Risks & mitigation plan

The COVID-19 coronavirus global health pandemic of the past year has demonstrated the need to develop programming that is agile and flexible enough to meet the demands of the times. Although the community is slowly emerging from the shutdown phase, it remains to be seen whether/when the community will be completely "out of the woods." Therefore, planning for such a contingency is critical. The Red Cliff Community Health Center provides the library guidance on re-opening, group events, safety measures, protective environments, staff training and policy/procedure development. The Red Cliff Communications Manager provides technical support with any online programming, communication platforms and marketing.

During the COVID-related shutdown, once staff were able to return to the workplace, the library offered a service window through which patrons could call in advance to check out and return books. During this period, the library was not able to offer virtual programming, but the widespread use of this platform over the past year has made this a viable and more acceptable option. The library is better positioned to adopt this approach not only in the event of shutdown but to reach a broader audience, especially during winter months when weather can create travel challenges.

Another challenge to project implementation is the possible delay in hiring the Library Outreach Coordinator. Since the position will not be posted until after the grant is awarded, this staff person will not be hired until 4-

8 weeks after the start of the project period. This gap in staffing will be mitigated by the ongoing programming that will continue at current staffing levels. As indicated in the Schedule of Completion, new programming developed and led by the LOC is planned to begin no sooner than December 2021, the first year of the award.

2.e. Performance measurement– what data collected, from whom, how often

Multiple measures will be implemented throughout the project to track and analyze the effectiveness and quality of programming and to adjust as needed based upon participation and feedback from participants.

These measures include:

1. The number of programs or events related to strengthening and sharing cultural traditions and enhancing language learning;
2. The number of programs or events related to attaining further education or employment;
3. The number of participants in such programs;
4. Participants' written evaluations after each event or program;
5. The number of new collaborations on indigenous teachings and education or employment-related;
 - a. Numbers of courses able to be offered or presented and the numbers enrolled.
 - b. Employment workshops and job skills related programming as well as the number of participants will be counted and evaluations for each will be gathered.

Some of these programs are, by their nature, seasonal, so their presentation must correspond to their traditional time frame. Otherwise, the timing of these programs will depend on the collaborators and the schedule of each teaching organization, such as Lac Courte Oreilles Tribal College.

2.f. Sharing lessons learned – plan for communicating findings?

Ginanda Gikendaasomin (We Seek to Learn) project will share its lessons learned with the community through tribal communication vehicles, such as the web site, newsletter, and Facebook page. It will also provide information to local news outlets and the Northern Waters Library Service members through attendance at meetings. If possible, the Education Director and the Outreach Coordinator may present at the Wisconsin Library Association meeting or the Great Lakes Library conference. The Director will communicate directly with Tribal Administration and Council the findings of the project and work collaboratively with Tribal Departments and Divisions to build community-based, intentional programming and strategic plans.

3. Project Results

3.a & 3.b. Intended Results & how stakeholders change because of project

This project will position the library as the hub of an effort to **build and enhance resilience** through sharing indigenous healing lifeways and grounding tribal identity in language and culture; and through learning twenty-first century skills to meet educational and employment aspirations. Tribal members will attend programs in the library and develop a **greater knowledge of Anishinaabe language and culture**. Grounded in indigenous identity, tribal members will be able to face challenges with more resilience. Elder Marvin Defoe says “they will learn to walk a good path, bolstered by the wisdom of their ancestors.” Those who attend courses leading to a high school equivalency, or skill building and employment workshops will develop a greater confidence in seeking meaningful employment. Some will become eligible for different occupations that were previously out of reach.

The Ojibwe language is not an isolated cultural asset to the Anishinaabe people. Language embodies all of the

traditional cultural knowledge, enduring values and the means to effective social and environmental relationships. It is intimately connected to every issue that affects the well-being of Ojibwe people and creates a powerful, positive sense of identity. Outcomes will be reflected in unique cultural characteristics related to family and political structures, movement through the natural world, historical connections to the past, collective aspirations for the future and much more. Learning the Ojibwe language produces built-in accountability to something larger than the individual; the language itself teaches accountability to community well-being. A quote from the 2013 Red Cliff Language and Culture Strategic Plan says “Ultimately, language revitalization restores what is sacred to the people – and sacredness cannot be measured.”

Standards for success will reflect the contribution of language learning through the expression of traditional values in a modern world. Individuals learning language may grow in the use of vocabulary and proper grammar, but ultimately it is the use of the language and behaviors that reflect change and growth. Traditional ways for the Anishinaabe people when infused into the community can rebuild wellness, and health while moving the tribe forward in a positive way. This ability to live harmoniously with the natural world while at the same time raising families, finding job satisfaction and a quality of life within the modern world is a delicate balance. These long-range outcomes support not only the survival of the Red Cliff Band but a healthy, thriving community based on traditional wisdom.

3c. Data to collect and report to measure project success

As identified in section 2.e. the project staff will collect data that reflects the participation rate, number of events, and the experience of patrons. This will be documented by staff via Excel spreadsheet, analyzed and reported according to funding agency requirements. Together this data will indicate the projects success and provide input into suggested shifts in programming and goals of the library.

3.d. Tangible Products

The following outputs will be produced: One current staff member will have an increase of 3 hours per week for 24 months. One new staff will be hired for 2,080 hours per year for 24 months. Library open hours will increase by 20 hours per week for 24 months. Library patronage will increase by up to 50% of current rate.

3.e. Sustainability, plan for sustaining benefits beyond conclusion of the award

Maintaining and building the availability of the Library is a current strategic goal of the Education Department and leadership. As one of the poorest Tribes in WI, Red Cliff is not in a financial position to support the operations with discretionary funds and does not have a tax base or local sources to support operations as most public libraries do. The Education Department works directly with Tribal Administration to seek funding for maintaining and building an operating budget for the library. The IMLS Enhancement project will provide the data needed to seek funds and justify the impact an increase in staff and open hours has in Red Cliff. The Education and Planning Departments are currently developing a sustainability plan to support the library’s needs and take advantage of the new building and the many possibilities it has to offer the community. Some examples of funding opportunities are collaborating with the local school District that has a high number of children enrolled from Red Cliff, applying for funds from foundations and philanthropy groups that align with the mission, expanding programming options to be eligible for other federal funds from Administration for Native Americans or Administration for Children and Families, requesting assistance from other tribal nations, and building a program that is successful and desirable to be ongoingly funded. The sustainability of this project is necessary not just for this proposal, but for the very future of the tribe.

**Red Cliff Band of Lake Superior Chippewa
IMLS NALS Enhancement Grant Project 2021**

Ginanda Gikendaasomin (We Seek to Learn)

Schedule of Completion Year 1 2021-2022

September 1, 2021 – August 30, 2022	2021				2022							
	Sept.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Internal Grant Post-Award Kick-Off	x											
Library Outreach Coordinator (LOC) position posted		x										
LOC Hiring/Training		x	x	x								
Develop annual calendar of cultural/seasonal activities			x	x								
Develop annual calendar of employment/education workshops/classes			x	x								
Develop program/activity evaluation for use at each event			x	x								
Promote/post library activities/events - weekly	x	x	x	x	x	x	x	x	x	x	x	x
Host seasonal cultural activities and evaluations					x	x	x	x	x	x	x	x
Host educational/employment workshops, trainings, classes					x	x	x	x	x	x		
Gather and collate data for reporting purposes		x	x	x	x	x	x	x	x	x	x	x
Library Staff attend Community Events Meetings as scheduled		x	x	x	x	x	x	x	x	x	x	x
Host UW-Madison Library student interns							x	x			x	x
Staff Attend NWLS Training and Events, as offered		x	x	x	x	x	x	x	x	x	x	x

Red Cliff Band of Lake Superior Chippewa
IMLS NALS Enhancement Grant Project 2021
 Ginanda Gikendaasomin (We Seek to Learn)

Schedule of Completion Year 2 2022-2023												
September 1, 2022 – August 30, 2023	2021				2022							
Activity	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug
Develop annual calendar of cultural/seasonal activities	x											
Develop annual calendar of employment/education workshops/classes	x											
Promote/post library activities/events - weekly	x	x	x	x	x	x	x	x	x	x	x	x
Host seasonal cultural activities and evaluations	x	x	x	x	x	x	x	x	x	x	x	x
Host educational/employment workshops, trainings, classes	x	x		x	x	x	x	x	x			x
Gather and collate data for reporting purposes	x	x	x	x	x	x	x	x	x	x	x	x
Library Staff attend Community Events Meetings as scheduled	x	x	x	x	x	x	x	x	x	x	x	x
Host UW-Madison Library student interns						x	x			x	x	
Staff Attend NWLS Training and Events, as Offered	x	x	x	x	x	x	x	x	x	x	x	x