

Native American Heritage Fund Board (NAHFB) Meeting

Agenda for Friday, October 23, 2020; 12:00 p.m.

(Via Zoom) FireKeepers Casino-Hotel; Shkwede Board Room (Hotel-side)

1. Call to Order/Roll Call
2. Approval of Meeting Agenda for Friday, October 23, 2020
3. Approval of NAHFB Meeting Minutes; July 31, 2020
4. Public Comment
5. Old Business
6. Correspondence
 - a. Bill Brooks email re Erik Frost grant question
 - b. Second Wave Media article Sept. 2020
7. New Business
 - A. September 30, 2020 Financial Report
 - B. Consideration of 2020 Grant Applications:
 - a. City of Marquette, \$115,000
 - b. Clinton Community Schools, \$125,000
 - c. Kalamazoo Nature Center (fiduciary KRESA), \$70,000
 - d. Keweenaw Bay Ojibwa Community College (KBOCC), \$30,000
 - e. Paw Paw Public Schools, \$270,056.90
 - f. Petoskey Public Schools, \$58,665.15
 - g. Saginaw Chippewa Tribal College (with MCAN), \$125,000
 - h. Suttons Bay Public Schools, \$20,000
 - i. The Motor for Literacy (Climax and Comstock Public Schools), \$220,000 over 3 years
 - j. Village of Burlington, \$15,000
 - C. Approval to Disburse funds:

a. Annual Quickbooks Subscription, Calhoun County, \$430.00

8. Open Discussion

9. Next Meeting: Friday, November 20, 2020

10. Adjourn

Draft Agenda; Subject to Change



Native American Heritage Fund Board (NAHFB) Meeting

July 31, 2020

1. Meeting Called to Order

Chairperson Jamie Stuck called the meeting to order at 12:01 p.m., via Zoom.

A. Native American Heritage Fund Board Members present:

Jamie Stuck, Chairperson
Dorie Rios, Vice Chair
Melissa Kieseewetter, Treasurer
Liz Kinnart, Secretary
Kimberly Vargo

Others present:

Kelli Scott, Calhoun County Administrator/Controller
Shana Huerta, Calhoun County Executive Assistant
Judi Henckel, NHBP Tribe Communications Director

2. Approval of Meeting Agenda for Friday, July 31, 2020

Approved without objection.

3. Approval of Meeting Minutes from Friday, March 6, 2020

Approved without objection.

4. Public Comment

There was none.

5. Old Business Items:

There were none.



6. Correspondence:

- A. Bay College email
- B. NMU email
- C. MCCC email
- D. Mike Jones email
- E. Audrey Geyer email
- F. Scott Bentley email

Ms. Scott summarized the emails received by County Administration, noting that most related to requests for no cost time extensions on last year's grant projects, due to COVID-19. She mentioned that out of seven grants awarded last year, three of the applicants were requesting extensions through 2021.

The Board discussed implementing some guidelines for future grant awards to set forth expectations for time extensions and other requests for project modifications. It was agreed that such guidelines would be included in the 2020 grant award letters.

Melissa Kieswetter **motioned** to approve County Administration notifying applicants that their extension requests from the 2019 grant awards have been approved, and to provide guideline language in award notifications for future awards.

Dorie Rios **seconded the motion.**

On a Voice Vote, **Motion Passed**

Ms. Scott also informed the Board of the emails related to requests for potential funding for their out-of-state projects and clarification of eligibility criteria, specifically from a nonprofit organization within Michigan producing a documentary on Michigan Native Americans called Warrior Boy Defenders of Sacred Justice. Ms. Scott offered to respond clarifying that the NAHF grant eligibility requires the applicant to be a local government, per the State-Tribal Compact establishing the NAHF. Ms. Henckel offered to respond to the requests for potential project funding from those outside of Michigan, and Ms. Scott replied that she would forward such messages to Ms. Henckel to make the communications.



7. New Business Items:

A. Adoption of Revised 2020 Meeting Schedule and issuance of 2020 Grant Application

Ms. Scott provided an overview of the proposed revised 2020 NAHFB meeting schedule and timeline for this year's grant allocations, following delays caused by the COVID-19 pandemic and related restrictions on operations of local governments, including school districts and colleges. The Board discussed the fact that the 2020 Grant Application had been posted already on the NAHF website, nahfund.com, as of the date of this July 31 meeting, and Ms. Henckel agreed to work with County Communications Manager Lucy Blair as necessary to ensure proper press releases and other notices of the grant application were issued.

Kelli Scott indicated that the grant application due date of October 9 and the following future Board meeting schedule had been shared with the Board, and her understanding was that the dates were acceptable to all members:

Tuesday, October 20 – review 2020 grant applications and make awards

Friday, November 20 - grant award check presentation. It will be decided whether it can be in person.

Melissa Kieswetter **motioned** to approve the new meeting schedule for 2020.
Kimberly Vargo – **Seconded**

On a Voice Vote, **Motion Passed**

Liz Kinnart **motioned** to approve the 2020 grant application process.
Jamie Stuck – **Seconded**

On a Voice Vote, **Motion Passed**

B. Acceptance of 2019 Audit

Ms. Scott gave an overview of the 2019 Financial Audit, performed remotely by Gabridge & Co., noting that there were no internal control findings, and that the financial statements were submitted to the State on time by June 30.

Dorie Rios **motioned** to approve the 2019 Native American Heritage Fund Board Audit.
Jamie Stuck - **Seconded**

On a Voice Vote, **Motion Passed**



C. June 30, 2020 Financial Report

Ms. Scott presented the June 20, 2020 Financial Report to the Board for information purposes only, noting that the only activity for the year to date had been the annual payment from the MEDC and the accrual of interest income.

D. Approval to Disburse Funds:

- a. 2019 Audit, Gabridge & Co., \$2,850.00

Dorie Rios **motioned** to approve and disburse payment to Gabridge & Co. for the 2019 Audit in the amount of \$2,850.

Kimberly Vargo – **Seconded**

ROLL CALL VOTE:

Melissa Kiesewetter-Yes
Kimberly Vargo-Yes
Jamie Stuck-Yes
Dorie Rios-Yes
Liz Kinnart-Yes

Motion Passed

- b. 2020 Administrative Services, Calhoun County, \$15,000.00

Melissa Kiesewetter **motioned** to approve and disburse payment to Calhoun County for 2020 Administrative Services in the amount of \$15,000

Liz Kinnart - **Seconded**

ROLL CALL VOTE:

Kimberly Vargo-Yes
Jamie Stuck-Yes
Dorie Rios-Yes
Liz Kinnart-Yes
Melissa Kiesewetter-Yes

8. Open Discussion

There was none.

9. Next Meeting



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

Tues., October 20, 2020, 12:00 p.m. – Shkwede Boardroom or tbd, depending on in-person meeting restrictions

Fri., November 20, 2020, 12:00 p.m. – Shkwede Boardroom or tbd, depending on in-person meeting restrictions

10. Adjournment of the Meeting

Meeting adjourned by Jamie Stuck, NAHFB Chairperson, at 12:36 p.m.

MINUTES PREPARED BY _____
Susan Connolly, Legal Assistant/Deputy Clerk, Calhoun County

Kelli Scott

From: Bill Brooks <William.Brooks@nhbp-nsn.gov>
Sent: Wednesday, September 30, 2020 12:28 PM
To: Deidra Mitchell; Kelli Scott; Erik Frost
Cc: Jamie Stuck
Subject: Re: NAHF Application Question

THIS EMAIL WAS SENT FROM OUTSIDE YOUR ORGANIZATION. PLEASE USE CAUTION WHEN CLICKING LINKS OR OPENING ATTACHMENTS .

Kelli is correct that the Tribes (or WDC) would need to have the initiative sponsored by an eligible local unit of government. I'm wondering if it might be possible to have the City of Grand Rapids' DDA sponsor the request since WDC and GLI are both significant presences in downtown GR?

William Brooks | Special Counsel

o: 269.704.8372 c: 231-233-2559 f: 269.729.4829

1485 Mno-Bmadzewen Way | Fulton, MI 49052

william.brooks@nhbp-nsn.gov | www.nhbpi.org

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From: Deidra Mitchell <dmitchell@waseyabek.com>
Date: Wednesday, September 30, 2020 at 9:29 AM
To: Kelli Scott <kdstcott@calhouncountymi.gov>, Erik Frost <efrost@waseyabek.com>
Cc: Jamie Stuck <Jamie.Stuck@nhbp-nsn.gov>, Bill Brooks <William.Brooks@nhbp-nsn.gov>
Subject: RE: NAHF Application Question

***** EXTERNAL EMAIL WARNING - USE CAUTION *****

Hi Kelli,

Thanks for you encouragement. We are certainly hoping to move the needle on this important topic that affects all tribes. And I can certainly appreciate wanting to stay within the confines of the Compact.

Bill,

Because we are partnering with other Tribes (governments) would that qualify us?

Thanks,

Deidra Mitchell

President & Chief Executive Officer

dmitchell@waseyabek.com



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From: Kelli Scott <kdscott@calhouncountymi.gov>

Sent: Wednesday, September 30, 2020 9:25 AM

To: Erik Frost <efrost@waseyabek.com>

Cc: Jamie Stuck <Jamie.Stuck@nhbp-nsn.gov>; Deidra Mitchell <dmitchell@waseyabek.com>; bbrooks@nhbpi.com

Subject: Re: NAHF Application Question

Hi Erik

Your project definitely sounds like an important and impactful one. I think the answer is that you would really have to partner with an eligible local unit of government to be the applicant/fiduciary in order to apply for the NAHF grants. That restriction is set forth by the Compact between the NHBP Tribe and the State of Michigan, and not one that we can waive.

I've cc'd Bill Brooks in case he has a more official legal opinion or comments to add.

Thanks,

Kelli D. Scott

Administrator/Controller

Calhoun County

315 W. Green St.

Marshall, MI. 49068

Office 269.781.0966

Cell 269.841.6853

From: Erik Frost <efrost@waseyabek.com>

Sent: Wednesday, September 30, 2020 8:48 AM

To: Kelli Scott <kdscott@calhouncountymi.gov>

Cc: Jamie Stuck <Jamie.Stuck@nhbp-nsn.gov>; Deidra Mitchell <dmitchell@waseyabek.com>

Subject: NAHF Application Question

THIS EMAIL WAS SENT FROM OUTSIDE YOUR ORGANIZATION. PLEASE USE CAUTION WHEN CLICKING LINKS OR OPENING ATTACHMENTS .

Hi Kelli –

My name is Erik Frost and I work for Waséyabek Development Company (WDC) which is the non-gaming economic diversification arm of the NHBP Tribe. I've cc'd our CEO, Deidra Mitchell. Deidra and I were in a Board meeting yesterday with Chairman Jamie Stuck (cc) and we got on the topic of an application we'd like to submit to the Native American Heritage Fund (NAHF) before the upcoming deadline.

It's an effort by the economic development leaders, like Deidra, of 11 of the 12 Federally Recognized Tribes in Michigan (hopefully we will soon have all 12 Tribes involved) regarding Tribally-owned businesses in Michigan being excluded from certification as minority-owned. The privately-owned regional Michigan Minority Supplier Development Council (MMSDC) refuses to apply the rules of the Federal Small Business Association and even of their sister-regional offices across the United States. It's a long-going issue and the Tribes are joining together to find a solution. Part of that solution is creating a White Paper that can be given to the National Office, the Board of Directors, and the Sponsors of the MMSDC to educate them on the issue and to offer a solution. The Tribes would like to apply for a grant to cover that expense.

Deidra and I spoke to Jamie about it and it appears that the scope falls under the purpose of " ... to fund initiatives that promote mutual respect and cooperation between local communities and Michigan's federally recognized Tribes." However, given that we aren't a school, a local government unit, or a non-profit organization sponsoring a school, we wanted to check and see if our application would be considered.

Any insight you could provide would be very much appreciated!

Thank you!
Erik

Erik J. Frost

Executive Assistant to the CEO
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Southwest Michigan

Battle Creek

Four-year-old Heritage Fund fosters an accurate appreciation for Native Americans and their history

JANE SIMONS | MONDAY, SEPTEMBER 14, 2020



Courtesy Paw Paw Schools

The Class of 2021 members of the Nickname Student Task Force. They are, from left, back row, Charlee Bowers and Kaylyn Middlebrooks, and front row Jose Patino, Connor Hindenach, and Dylan Volker.

Before Black Lives Matter spawned a movement to take down statues and rename places that were offensive to African Americans, an organization based in Athens Township was already going about the business of redressing wrongs done to Native Americans and tribal communities throughout Michigan.

Since 2016, the Native American Heritage Fund, headquartered at the government offices of the Nottawaseppi Huron Band of the Potawatomi in Athens Township, has been providing information and funding to promote positive relationships between public and private K-12 schools, colleges, universities, local units of government and Michigan's federally recognized Native American Tribes.

The NAHF's work has included coming alongside the efforts made to retire school mascots at the Belding, Clinton, Godfrey-Lee, and Paw Paw school districts, in addition to the removal of the "Fountain of the Pioneers" installation at Kalamazoo's Bronson Park, says Jamie Stuck, Native American Heritage Fund chairperson and Tribal Chairperson for the NHBP.

Now the leadership is taking on national efforts, looking for ways to have an even greater impact for Native Americans across the country and be a model for similar funds nationwide so more people can gain an understanding and appreciation for Native Americans and their history.

Their initial work primarily has been in Michigan's schools.

"When it comes to students, it's really about providing a safe and comfortable learning environment," Stuck says. "People that are non-Native Americans that are uninformed as far as our history, culture, values, and traditions think these mascots are honoring us and that's not up to them to determine.

"There's a bad meaning behind many of these mascots that are associated with bounties on our heads during the removal of Native Americans from their land."

For example, the original birth certificate for Stuck's grandfather lists "Red" as his race. He was born in 1902 and is among those whose ancestors were driven from their land. For Stuck and all Native Americans, the choice of mascot nicknames like "Redskins", which had previously been used by the Belding and Paw Paw school districts, is culturally insensitive to them and demeaning to their history and heritage.

The word “Redskin” is a racial slur as defined by Webster’s dictionary, and the term is not permitted or socially accepted when used and does not belong in an educational setting, says Melissa Kieseewetter, Tribal Liaison for the Michigan Department of Civil Rights and Treasurer of the NAHF Board of Directors.

“All 12 federally recognized tribes in Michigan unanimously approved a resolution calling for the elimination of the R** word in Michigan schools and there are a significant number of resolutions from throughout the country at all levels and from all types of organizations and institutions that support such removal,” Kieseewetter says.

“It is the position of this department, supported by national NA (Native American) organizations and supported by psychological studies, that such mascots and imagery do harm. Native Americans are not mascots and their cultural/spiritual items should not be appropriated for other’s use.”

From the point in time that they came into use these mascot nicknames have been a source of deep concern for Native Americans and tribal communities. They have been calling for change and removal of mascots ever since, Kieseewetter says. She cites the many initiatives and movements locally, regionally, and nationally.

In 2016, at the request of students and community members who said the mascot was racist, Belding school board members voted to change their nickname to the Black Knights. The Paw Paw schools followed suit in June of 2020 when they adopted the Red Wolves as their new nickname.

Stuck says he was not contacted by the Belding schools during their debate over removing their mascot. Leadership with the Pokagon Band of Potawatomi Indians and the NAHF were asked to provide information and assistance to the Paw Paw schools where a contentious debate had been going on for several years, according to Corey Harbaugh, Paw Paw’s Director of Curriculum.

The superintendent who had been there for much of this debate and had advocated for the mascot name change was replaced by current Superintendent Rick Reo. Harbaugh says, “She had tried to change the mascot and there was so much division that it marked the end of her tenure here.”

In 2019, Reo asked his administrative team to look at the current mission statement and that resulted in a new mission statement, which reignited the mascot debate.

“Superintendent Reo looked at it and realized that in order to be true to that mission we had to take on the nickname issue again,” Harbaugh says.

The mission statement reads: “We develop, support, challenge, and inspire and every child for life-long success.”

Harbaugh says it was the focus on the new mission statement that really changed the dialog in the community.

“We started to have conversations as a leadership team about what it means to represent every child,” he says. “To stay true to that mission you can’t have division or community division if you’re going to represent all students in our schools. We started having community conversations about how best we could serve our students and live up to the ethics and higher calling in that mission statement.

“We realized we could not have kids walking our halls who could not be true to the nickname.”

Out of the 2,300 students who attend Paw Paw schools, about 650 at the high school, less than 10 percent are Black, Brown or Indigenous, Harbaugh says.

“One of the most important things that happens in ages 6 to 18 is that they have those formative experiences tied to identity and we have so many students who said, ‘I can’t identify with a name that’s so hurtful for me personally,’” Harbaugh says. “We want all of our students to feel a pride and connection to the school they identify with.

“We wanted a nickname that brought all students together and didn’t divide them.” Harbaugh says he uses the term “nickname” instead of mascot because a nickname becomes the brand that dictates the design and language used for the mascot.

The Michigan Department of Civil Rights’ Tribal Liaison Kiesewetter and Sam Morseau, former Education Director for the Pokagon Band, lent their expertise to the renaming effort. Students had been taking field trips where they learned more about the Pokagon Band, something that was not being supported by their curriculum.

Kiesewetter, Harbaugh says the school system also has had access to multiple tribes and discussions about acknowledging that the land occupied by the Paw Paw schools was once owned by the Pokagon Band. He says an acknowledgment ceremony is a

respectful way to honor the Native Americans.

Providing support to do what's right

Kiesewetter says the Michigan Department of Civil Rights responds to requests for information, resources, and guidance and provides training when requested.

As it seeks changes in the use of mascots, the MDCR does not work from the context of a mascot or image being offensive but from the context of its harm it does to Native American students, students of color, and white students, she says.

"We provide the supporting evidence developed by Dr. Stephanie Fryberg at U of M regarding the harm that is done by mascots/imagery to Native AND non-Native students. We also identify how a mascot/image might be in opposition or contradiction to the institution's mission statement, strategic plan, or other guiding documents. We also take the approach that such mascots/images create a hostile learning environment. We also will enhance these conversations by providing more authentic and accurate information, history, and context about NA population, tribal government, and tribal communities."

Harbaugh says, "Moving from the old nickname to the new one provides us with an opportunity to increase our education on Native Americans and do it in a way so it becomes an authentic part of our curriculum," Harbaugh says. "We're talking about how we think through issues of representation. Now that we're the Red Wolves, we want to make sure every decision we're making is a real clear step away from the old nickname and that's where the NAHF (Native American Heritage Fund) has been particularly helpful as we're thinking through that."

As part of the move to change the mascot, a 27-student task force was assembled and it listened to presentations from members of the Pokagon Band and the MDCR about Native American history and the current state of tribes and indigenous people. One of the students said the new nickname had to be inclusive, create a sense of pride, and be something unique to Paw Paw.

"We used those criteria and got hundreds of suggestions and the task force applied the criteria. Right away we eliminated anything that didn't fit," Harbaugh says. "No other school in Michigan had the nickname Red Wolves. It sends a message of inclusivity because wolves are in packs, unique and special, but we really wanted it to stress connectivity."

While the Native American Heritage Fund's work focuses for now on Michigan, the NHBP has gotten involved in the mascot debate at the national level. Stuck says NHBP tribal members took buses to Washington, D.C., to protest and picket against that city's professional football team – the Washington Redskins. In addition, he says every time the Detroit Lions played the Redskins in Detroit, a suite at Ford Field owned by FireKeepers Casino Hotel was empty and blacked out in protest.

In July of this year, the team changed its nickname to the Washington Football Team. Stuck says Washington retired its mascot because of pressure from sponsors like Nike, FedEx, and Pepsi.

"Towards the end, if it wasn't for Nike or FedEx putting pressure on the owner of the team the name change wouldn't have happened," he says. "More and more people are contemplating the change."

Closer to home it's the advocacy of members of the NAHF and Michigan's 12 tribes that are changing the narrative and providing the funding to make that happen.

A conversation changes the conversation

Stuck says the Native American Heritage Fund was formed after conversations took place with then-Governor Rick Snyder.

In 2016, an amendment was made to the Tribal-State Gaming Compact between NHBP and the state of Michigan that allowed for the creation of the Native American Heritage Fund. The amendment allows for a portion of each year's state revenue sharing payment to be deposited into the NAHF. Beginning with the 2016 fiscal period, \$500,000 was deposited into the heritage fund. For each fiscal period moving forward, funds will be deposited into the NAHF to replace the amount used during the previous fiscal period and thus maintain the balance of \$500,000.

Each year the NAHF puts out a call for applications for disbursements from the available pool of funds. Kelli Scott, Calhoun County Administrator, and administrator for the NAHF, said this year marks the third year for the fund disbursements. She says the issues the NAHF board was most aware of during the first funding year were changes that colleges wanted to make to include curriculum about Native Americans and schools looking to change their current mascots.

"We chose to focus on education that first year and most of the applications we get are from colleges," Scott says. "More than 60 percent of the funds. \$334,690.60 that first year, went to the Belding schools which needed funding to support the change in their signage. That was a really big impact project."

Those funds were to support the replacement of equipment, apparel, and signage following the revision of the school's mascot from Redskins to Black Knights. The second-largest disbursement in 2018, \$76,765, was given to the City of Kalamazoo to assist with the removal of the Fountain of Pioneers and site improvements at Bronson Park.

"Most of the other disbursements were given to help support initiatives for curriculum development or community events to get those communities better connected with their tribes," Scott says.

Recipients included Bay de Noc Community College, Lake Superior State University, Michigan Technological University and Suttons Bay Public Schools, according to the NAHF website.

In 2019, Monroe County Community College received \$199,234 to create a curriculum and a set of immersion experiences for K-12 students, focused on how to research stories from the Native perspective and Northern Michigan University received \$134,613 to expand Anishinabék language course offerings at undergraduate and graduate levels.

During that same funding cycle, Godfrey Lee Schools received \$98,000 to rebrand the current mascot from "Rebels" to a new mascot and nickname that is culturally responsive, Stuck says.

"We do have a lot of different mixtures of ethnicities in our tribes, including African American and Hispanic," Stuck says. "While the mascot name 'rebel' doesn't have a direct impact on Native American imagery, it does have an impact on all minorities.

"Prior to the development of the fund, the costs associated with making those changes was one of the obstacles for a lot of schools to make those changes. If you have a school district that knows it's (their mascot is) not right and wants to make the change we want to do what we can to support that effort. If it wasn't for us, Belding may have taken decades to make the change. Schools just don't have the money for this."

Harbaugh says his school district will be submitting a grant application to help cover

costs related to things like the rebranding of materials and changing floorboards to reflect their new mascot.

Scott says the Native American Heritage Fund receives about one dozen grant applications each year.

“The intent is to make as big an impact as we can,” she says. “One of the things that the board chose to prioritize from applicants is for them to demonstrate that they have partnered with a tribe. We want to know to what extent they collaborated and if they have support from one of 12 Native American tribes in Michigan.”

Stuck says the NAHF has become a model that he would like to see used on a national scale. He says he has been contacted by organizations in other states, including Texas and Ohio, who want to know how they can secure NAHF funding. Currently, that pool of funds is only available to entities in Michigan. He says he would like to take the model national and secure more funding to help others to gain an understanding and appreciation for Native Americans and their history.

“We are lucky enough to have an agreement with the State of Michigan that enables us to change our structure to make the NAHF a reality,” Stuck says. “We are grateful to have the opportunity to partner with these schools and organizations to correct historical inaccuracies and cultural insensitivities that have been disruptive and destructive to the lives of so many Native Americans. The NAHF represents a positive path forward to create mutual respect for all people.”



Read more articles by Jane Simons.

Jane Simons is a freelance reporter and writer with more than 20 years of experience and also is the owner of In So Many Words based in Battle Creek. She is the Project Editor for On the Ground Battle Creek.

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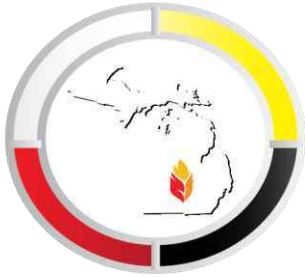
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NATIVE AMERICAN HERITAGE FUND

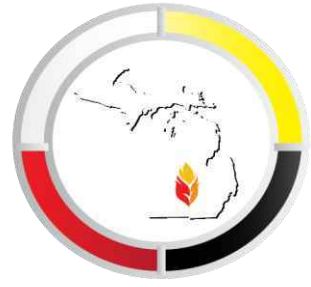
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Native American Heritage Fund

Financial Report to the Board

K.Scott, 09/30/2020

	2020 Budget	YTD 09/30/2020	Budget Variance
REVENUES			
Annual Payment from State	\$ 497,447	\$ 497,447	\$ (0)
Carryover from Prior Year	\$ 2,553	\$ 2,553	\$ 0
Interest Income	\$ 500	\$ 329	\$ (171)
TOTAL REVENUES	\$ 500,500	\$ 500,329	\$ (171)
EXPENSES			
Administrative (limited to 4% of annual Total Funds Received):			
County Contracted Services	\$ 15,000	\$ 15,000	\$ -
Copies, Postage	\$-	\$ -	
Advertising	\$-	\$ -	
Legal/Professional Fees	\$ 500	\$ -	\$ (500)
Bank Fees	\$-	\$ -	
Supplies	\$ 500	\$ -	\$ (500)
Audit	\$ 2,850	\$ 2,850	\$ -
Board Meeting Expenses	\$-	\$ -	
Total Administrative	\$ 18,850	\$ 17,850	\$ (1,000)
Grant Disbursements:	\$ 481,650	\$ -	\$ (481,650)
TOTAL EXPENSES	\$ 500,500	\$ 17,850	\$ (482,650)
NET REVENUE IN EXCESS OF EXPENSES	\$ -	\$ 482,479	\$ 482,479



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

2020 Grant Applications--for Board Consideration 10-23-2020; K.Scott

	Applicant:	Partnership with Non-Profit Entity?	Project Name:	Type of Request:	General Objective:	Total Project Cost:	Amount Requested:	%:	Indirect Costs Included:	Alternative/Future Funding	Needs Statement and Proposed Outcomes:	Verification of Support from Indian tribe(s) and/or local Native American population?	Timetable
1	City of Marquette	No	Cultural Trail: Anishinaabe Public Art and Trail Interpretation	Curricula or Program Development; Other Education Initiative: Public Art, Interpretive Signage	Develop interpretive Anishinaabe Public Art Project along the lakefront, along with a companion trail curriculum as part of the City's larger Cultural Trail project. Funding request is for design, fabrication, installation and site prep; research & development; and consultant/artist fees	\$ 215,000.00	\$ 115,000.00	53%	\$ -	Marquette Regional History Center and NMU contributing; City of Marquette will assume up to 70% funding and seek alternative funding	Marquette is deeply rooted in the history of the Anishinaabe and pre-indigenous people, and there is a need to educate the community on Native history and culture. This new Cultural Trail will help instill mutual respect and cooperation between the community and the federally recognized tribes and local Native American population.	Have been researching this project for 2 years with stakeholders including leaders of the local Native community. Will develop formal partnership with NMU Center for Native American Studies and extend invitations to both Sault Tribe of Chippewa Indians and Keweenaw Bay Indian Community.	Timetable extends through December 2021 to conclude planning and select contractors for public art and signs
2	Clinton Community Schools	No	Rebranding from R***** Mascot	Replace or Revise School Mascot; Replace or Revise Government Seal or Images in Public Space; Curricula or Program Development	Completely rebrand from R***** mascot and adopt new mascot; replace all existing imagery and implement new logo; request includes mainly athletic dept. needs	\$ 200,000.00	\$ 125,000.00	63%	\$ -	Additional costs to be absorbed by General Fund and Sinking Fund	Entire rebranding to remove derogatory current mascot, logo and signage; improved curriculum that represents Native Americans; hoping to partner with NHBP to bring speakers and lessons to students	NHBP has encouraged this change since 2008; participated in MDCR's recent virtual gathering	Retire old mascot and adopt new one by May 2021; purchase of new signage and uniforms by 2021-22 school year

	Applicant:	Partnership with Non-Profit Entity?	Project Name:	Type of Request:	General Objective:	Total Project Cost:	Amount Requested:	%:	Indirect Costs Included:	Alternative/Future Funding	Needs Statement and Proposed Outcomes:	Verification of Support from Indian tribe(s) and/or local Native American population?	Timetable
3	Kalamazoo Nature Center **Note: received 10/9 @ 6:26 pm**	Yes--partnering with Kalamazoo Regional Educational Service Agency (KRESA)	"Telling our Land's Agricultural History from a Native American Perspective"	Curricula or Program Development; Other Education Initiative	Create a Native American exhibit and interpretation program at the Kalamazoo Nature Center; Develop curricula for Kalamazoo-area schools; plant demonstration pots at DeLano Farm; provide on-site Native American history programs	\$ 130,000.00	\$ 70,000.00	54%	\$ -	Nature Center and other foundations being asked to fund remaining \$60,000; will pursue other fundraising efforts if necessary	Nature center serves 100,000 annual visitors; 90% from Kalamazoo County. This project seeks to provide better awareness and accurate depiction of Kalamazoo's rich Native American history. New curricula will benefit K-12 students and teachers.	Have made contact with Committees within Gun Lake Match-E-Be-Nash-She-Wish Band of the Potawatomi and Pokagon Band of the Potawatomi. Will proceed under guidance of staff and elders from Tribal representatives.	January - October 2021
4	Keweenaw Bay Ojibwa Community College (KBOCC)	No	Anishinaabe Racial Justice Conference	Other Education Initiative	Partner with Native Justice Coalition to offer 3rd Annual Anishinaabe Racial Justice Conference, increasing from 2 1/2 days to 3 1/2 days and offering 32-40 speakers; hire 2 conference interns	\$ 40,000.00	\$ 30,000.00	75%	\$ -	Native Justice Coalition is funded by Keweenaw Bay Indian Community, Episcopal Diocese of Michigan, LUSH Charity Pot and misc. donors	This conference seeks to address racism and racial justice that is Native American led, and promotes mutual respect and cooperation within the Native American Population and broader community. Aiming for 150-200 attendees and new conference partners	Keweenaw Bay Indian Community (KBIC) resides within Baraga County where KBOCC is located	Hiring interns and planning for conference Fall 2020 through May 2021, when Conference will take place
5	Paw Paw Public Schools	No	Renaming the Spirit of Paw Paw Public Schools	Replace or Revise School Mascot; Other Education Initiative	Fully implement new Red Wolves nickname and complete rebranding with consultants; replace logo on signage, facilities, athletic uniforms; install new sculpture	\$ 377,641.06	\$ 270,056.90	72%	\$ -	Some costs already incurred; Will continue to seek grants and other funding, and supplement with district funds as available; partial funding may slow down implementation	School Board voted in March 2020 to remove former nickname despite funding challenges; want to be thorough in fully rebranding in order to promote mutual respect and cooperation and accurately present history of Michigan Indian tribes, and transform the district.	Consulted with Pokagon Band of Potawatomi and Melissa Kiesewetter (MDCR)	Work began March 2020; completion target beginning of 2021-22 school year

	Applicant:	Partnership with Non-Profit Entity?	Project Name:	Type of Request:	General Objective:	Total Project Cost:	Amount Requested:	%:	Indirect Costs Included:	Alternative/Future Funding	Needs Statement and Proposed Outcomes:	Verification of Support from Indian tribe(s) and/or local Native American population?	Timetable
6	Petoskey Public Schools (PSP)	No	School Logo Removal	Replace or Revise School Mascot	Remove Native American logo on all building fixtures, merchandise, and equipment across entire school district and community. NAHF funding requested for gym floor, band trailers, and equipment & uniforms.	\$ 67,705.15	\$ 58,665.15	87%	\$ -	If partially funded, would adjust timeline and identify other funding sources	School Board voted in August 2020 to remove imagery; district is in financial distress because of COVID-19 state funding impacts	Sought opinion of Little Traverse Bay Band of Odawa Indians (LTBB)	September 2019 and ancillary programming throughout year
7	Saginaw Chippewa Tribal College (MCAN) **Note: received 10/14/20**	Yes, Michigan College Access Network (MCAN); also partnering with Keweenaw Bay Ojibwa Community College (KBOCC)	College Completion Corps	Curricula or Program Development; Other Education Initiative	Increase college completion of students at Tribal colleges by placing college completion coaches on 2 campuses for 3 years	\$ 250,302.00	\$ 125,000.00	50%	\$ 15,110.00	State of MI, AmeriCorps and foundations are providing funding; must secure other sources of funding.	This project seeks to close the considerable persistence and achievement gaps between Native American students and All Michigan Students. This project is part of 17 inaugural campuses launching the College Completion Corps.	KBOCC and Saginaw Chippewa Tribal College have agreed to host the completion coaches on their campuses	Sept. 2020-Fall 2023
8	Suttons Bay Public Schools	No	Cultural Studies Initiative	Curricula Improvement; Other Education Initiative	Development of new Land-Based Education curriculum. Project costs include professional development, Native American Literature and curriculum development.	\$ 95,000.00	\$ 20,000.00	21%	\$ -	The school district is funding the remainder of the project costs. Would scale back professional development if partially funded.	Suttons Bay is the most diverse school district in northern MI, with 40% minority enrollment, 17% of which is Native American and another 19% hispanic. This project is a culturally responsive approach to teaching and learning and will grow and build upon new Cultural Studies class implemented in 2020-21 year.	Suttons Bay Public Schools' Indian Education/Title VI Director is a tribal member and collaborating with the local tribal community is continuous.	2020-21 school year

	Applicant:	Partnership with Non-Profit Entity?	Project Name:	Type of Request:	General Objective:	Total Project Cost:	Amount Requested:	%:	Indirect Costs Included:	Alternative/Future Funding	Needs Statement and Proposed Outcomes:	Verification of Support from Indian tribe(s) and/or local Native American population?	Timetable
9	The MOTOR for Literacy **Note: received March 2020**	Yes--partnering with Climax-Scotts Public Schools and Comstock Public Schools	The MOTOR for Literacy pilot	Curricula or Program Development; Other Education Initiative	3-year pilot to hold monthly literacy events that provide motivation, tools and resources to increase literacy rates in children. Funding request is for staffing of this new non-profit organization, event costs and incentives such as gift cards.	\$ 720,000.00	\$ 220,000.00	31%		Applied for funding from W.K. Kellogg Foundation. Would scale back pilot project if partially funded.	Target population is low socioeconomic 2nd grade students from Climax-Scotts and Comstock Public Schools, which include a small population of Native American students. If successful, want to expand program across the state.	Letters of Support from Sault Ste. Marie Tribe of Chippewa Indians; Michigan Indian Education Council; Society of American Indian Government Employees; k-12 schools; many others	Asking for funding over next 3 years. July 2020-June 2023
10	Village of Burlington	No	Replace Playground Equipment in Village Park	Other Initiative	Purchase playground structure to provide local youth with recreational opportunities	\$ 30,000.00	\$ 15,000.00	50%	\$ -	Would delay the project until enough funds are saved	Encourage ongoing relationship between youth and nature	Burlington Village is near Athens Township where NHBP Tribal reservation is located	event planned for June 2020
TOTALS						\$ 1,910,648.21	\$ 933,722.05	49%	\$ 15,110.00				
						Budget:	\$ 481,650.00						

PROJECT NAME: Cultural Trail: Anishinaabe Public Art and Trail Interpretation

DATE SUBMITTED: October 8, 2020

ELIGIBLE NON FOR PROFIT SUBMITTING: City of Marquette

CONTACT: Tiina Morin, Arts and Culture Manager

City of Marquette

Community Services Department – Arts and Culture Division

300 W. Baraga Avenue

906-225-8641 Direct

906-228-0472 Main

906-459-2742 Cell

tmorin@marquettemi.gov

TYPE OF REQUEST: Curricula or Program Development, Education Initiative and Other;
Public Art, Interpretive Signage

GENERAL OBJECTIVE OF APPLICANT AND ABILITY:

The City of Marquette Arts and Culture Division (Division) encourages, develops, and facilitates an enriched environment of artistic, creative, and cultural activity. It accomplishes this by being the bridge between the arts and culture community and City resources and services. The Division manages the City's new public art program, operates the Marquette Arts and Culture Center, and coordinates local events and festivals. Moreover, the Division actively builds partnerships between the community, region, and State, advocating for the value of arts, culture, and the creative economy. The Division is a part of the City's Community Services Department which includes Parks and Recreation, Senior Services and Arts and Culture. Community Services is dedicated to enriching a sense of community and superior quality of life through joint programming and community development

For two years the Arts and Culture Division has actively researched the concept and viability of a cultural trail and has the experience to bring all the voices to the table and achieve a successful outcome. There have been several organizations who have attempted to develop interpretive sign projects along the lakefront. Yet, all have failed due to lack of funding, lack of time, lack of transparency and lack of inclusivity. With the support of the City Commission, The City and Arts and Culture Division will approach this as a community design project. The Division successfully works with over 100 local organizations and led the development of the Upper Peninsula Arts and Culture Alliance (spanning 15 counties), City's Arts and Culture Master Plan and Public Art Policy.

SUMMARIZE YOUR PROPOSAL OR COSTS FOR WHICH YOU SEEK

REIMBURSEMENT: We respectfully submit a request to Michigan's Native American Heritage Fund for an Anishinaabe Public Art Project, Trail Interpretation and the design and creation of a companion Anishinaabe Trail Curriculum to revitalize how we teach Native history and culture in our community. This project is a part of a larger Cultural Trail project that will span the City's two-mile multi-use path along Marquette's lakeshore.

The Cultural Trail Project will transform the existing path into a destination, telling a full history of our community and its centerpiece, Lake Superior. There is virtually no interpretation along the shore that connects, honors, and gives voice to the multiple stories, places, and natural features along the lakeshore, from the Anishinaabe villages, quarries, and gardens unknown except on maps. The Trail will include interpretive sites from the mouth of the Carp River to Presque Isle, Anishinaabe Public Art Project, and Native garden to be installed along a new pier adjacent to the lower harbor ore dock.

The Anishinaabe component of the Cultural Trail is significant and will interpret indigenous history of this area, including landmarks and public art inspired by Anishinaabe culture and history. **TRAIL INTERPRETATION:** Funding from the Native American Heritage Fund will provide the research, design, fabrication, and installation for interpretive sites. It has been recommended by members of the local Native community that these interpretive sites not all be standard signs with facts and dates, but take other forms integrating Ojibwe art, traditions, language, storytelling and blend with the environment. Also, interpretation and information should be conveyed in surprising and unique ways. For example, hidden sculptures or symbols in reliefs. Funding would also provide translation from English to Ojibwe language on all Trail signage. **PUBLIC ART:** Funding would commission an Anishinaabe artist to design and create a notable public artwork. **CURRICULUM:** Funding would provide development, design and publication of a Anishinaabe trail companion curriculum that would be available to students and teachers at K-12 public schools and Northern Michigan University.

NEEDS STATEMENT:

Marquette is deeply rooted in the history of the Anishinaabe and pre-indigenous people. Yet, their story is virtually untold, with no public recognition or interpretation or signage. The lake shore along which the planned Cultural Trail runs was home to the Anishinaabe and pre-indigenous people and continues to be home to historical families still living in Marquette. Well-traveled, the multi-use path or “bike path” is an opportunity to re-tell history and educate our community with a broader and inclusive framework. The Trail can be a catalyst for dialogue and an opportunity for the community to reflect on the past, the present and future. To truly find common ground the Cultural Trail must include all our history; pre-indigenous experience, the Anishinaabe experience, the immigrant experience and those living here if we are to coexist.

NEEDS AND PROBLEMS TO BE ADDRESSED:

- 1) We need to educate the community on Native history and culture. Prior to COVID, our community was in a contentious debate over the proposed name change to the public high school’s mascot, the Redmen. The history and culture of Anishinaabe people in this region became front and center. Difficult conversations were surfacing, and people were beginning to listen. The pandemic quickly overshadowed this process, but it has illuminated our community’s strength and resiliency. We believe the Cultural Trail can assist in addressing this divide by becoming a catalyst for a larger conversation about our past, present and future, setting the foundation for change and re-centering of identity.
- 2) We need to address the complete absence of public interpretation of indigenous and Anishinaabe history. There is no public interpretation of indigenous history outside of museum walls. Virtually untold, there is nothing that identifies the physical locations of

museum walls. Virtually untold, there is nothing that identifies the physical locations of Ojibwe gardens, villages, quarries, and other sites. Prior to the iron industry the center of the community was at the mouth of the Carp River. Focus has shifted almost exclusively the region's industrial and maritime history and downtown.

- 3) We need to address the absence of public art recognizing and honoring the Anishinaabe people. At this time, the only "City owned" significant work of public art is a bronze statue of the City's namesake Father Marquette. A recent accessibility project for Father Marquette Park prompted questions; What stories do we tell? Who do they speak to? Where are they told? What do they say about our history and who we are today? It is important that the City's Public Art Commission's first significant and notable commissioned public artwork since the bronze statue represents the Anishinaabe people and culture and is created by an indigenous artist.
- 4) We need to reexamine and reconnect with our relationship with the environment. Global warming and the climate crisis will be addressed in this project in partnership with Lake Superior Watershed Partnership. The Anishinaabe culture's perspective and relationship with the lake and our environment will be critical to how we interpret the Trail.
According to Dr. April Lindala:

We all need water. It is the reason we live in this place. Our starting point. We can begin the conversation by harnessing the love and respect of the land and lake. The gift is in the journey, with many valleys and hills. Kinomaage – The earth shows us the way -- the earth is our ultimate teacher. The Cultural Trail needs to represent the journey, the process, the search for it. We share the planet. Not just we, as humans, but we as all living beings. How do we recognize the lake and the land as members of our family? (The trail must be) More than a path you walk and bike. More than just looking at the trees. We need to re-frame our thinking. And stop seeing the Lake as a resource. It is the source.

PROPOSED BENEFITS AND DESIRED OUTCOMES:

Social Outcomes:

Education is integral to the Trail and will instill mutual respect and cooperation between community and the federally recognized tribes and local Native American population as well as accurately present the history of Native American culture and values.

Trail interpretation and the companion curriculum will offer students and teachers place-based education *which emphasizes learning through understanding where you live and who are your neighbors.* Providing a framework to educators, students, and their families offers an opportunity to learn through the landscape of the lakeshore, creating important connections to the past and present. More importantly, it will be designed and created by the Ojibwe community and teachers so that it is accurate.

According to *Americans for the Arts*, public art is critical in facilitating attachment and cultural identity, social cohesion, and cultural understanding. The Anishinaabe Public Art Project will

honor the Anishinaabe people and history and be designed by an artist from the Anishinaabe Nation.

Economic

The Cultural Trail will become a destination and encourage heritage and environmental tourism, a healthy economic driver that educates visitors and tourists properly and invites them to be stewards of the environment and engage in the arts and culture amenities of our community.

Environmental:

One-time events have limited impact. A year-round Cultural Trail will provide people with a healthy, outdoor option to experience the wonders of nature during all four seasons. Lake Superior Watershed Partnership (SWP) is currently working with the City of Marquette to restore over a mile of degraded Lake Superior shoreline that will include an ADA accessible hiking/biking trail which will perfectly complement the goals and timing of the proposed Cultural Trail. If funded, the SWP will provide Conservation Corps (young adults; aged 18-25) to assist with art installation, signage and other field work related to the actual implementation of the Cultural Trail, provide consultation for interpretation of the shoreline's natural features and encourage stewardship of our watershed and Lake Superior.

MEASUREMENTS:

Annual traffic and trail use (In partnership with NMU Outdoor Recreation)

Length of time spent at each interpretive station. (In partnership with NMU Outdoor Recreation)

Community feedback via surveys sent through Arts and Culture, Parks and Rec, Public Schools and Center for Native American Studies.

Curriculum will be measured by Indian Education, Teachers and School System. Measurement will be included into the curriculum development.

Visitor surveys conducted by Travel Marquette and Downtown Development Authority.

Surveys and formal assessments by local Native community and the Upper Peninsula's federally recognized Tribes.

TARGET POPULATION

This project serves the entire region, including anyone living in the Upper Peninsula as well as tourists and visitors from outside the U.P. This project will be accessible to all ages and abilities. It will serve all 20,570 City residents and visitors and tourists, yet a significant focus will be K-12 school children and their families.

INPUT FROM NATIVE AMERICAN AND FEDERALLY RECOGNIZED TRIBE

For the last two years the Division has researched the viability of a cultural trail and interviewed and met with over twenty stakeholders, including leaders of the local Native community: Dr. Martin Reinhardt, Dr. April Lindala and Jud Sojourn. We realize we sit in an area between two federally recognized tribes and want to be inclusive and respectful of that tribal sovereignty. Upon funding we will develop a formal partnership between NMU Center for Native American Studies and extend an invitation to the Sault Tribe of Chippewa Indians and Keweenaw Bay Indian Community to join us.

Dr. Reinhardt, Professor from the Center of Native American Studies, has been a mentor and an advisor for the Cultural Trail, actively supporting the Our Town grant request and introducing the City to this opportunity. He has worked on several City projects including the City's Arts and Culture Master Plan and the Presque Isle Park welcome sign. He understands the significance and potential of this project and understands the resources needed to ensure the story of the Anishinaabe history and culture is properly conveyed. Dr. Reinhardt and Assistant Professor Jud Sojourn have committed to serve on the Cultural Trail Steering Committee, lead research efforts, and integrate Trail projects into their curricula including research, writing, and Ojibwe language.

OTHER PARTNERS:

This portion of the Cultural Trail will include two major partners: Marquette Regional History Center and Northern Michigan University Center for Native American Studies. A formal agreement has been made at this time with the History Center and upon funding a formal agreement will be made with Northern Michigan University Center for Native American Studies.

The entire Cultural Trail Project includes several other partners; Lake Superior Watershed Partnership (confirmed), NMU Beaumier U.P. Heritage Center (confirmed), NMU Outdoor Recreation, Human Performance Department (Confirmed), Superior Alliance for Independent Living (upon funding) and Marquette Area Public Schools (upon funding).

TIMETABLE

March-July 2020: Identify major stakeholders and partners to serve on the Cultural Trail Steering Committee. Conduct interviews with key stakeholders: Cross-sector individuals and organizations representing arts, culture, economic, environment, tourism, and community development. Identify interest and needs of each stakeholder and commitment to the project.

November 2020: Establish and appoint Cultural Trail Steering Committee (CTSC) by City Commission.

December 2020: Convenes to establish the committee's roles and responsibilities

October 2020 – May 2021:

- a. Hold Joint Meeting with City Commission, Public Art Commission, Arts and Culture and Parks and Recreation Committees, and other Interest Groups
- b. Develop a Scope of Work and Meeting Schedule
- c. Draft Implementation Plan for Cultural Trail
- d. Present Plan to above Commissions/Committees/Interest Groups
- e. Present Plan to City Commission

June - August 2021: Research conducted by Steering Committee in partnership with local historians and local historic families.

- a. Identify locations for signage and public art along the Cultural Trail.
- b. Develop Script and Translation of text from English to Ojibwe
- c. Develop RFP for Interpretive Sign Design and Fabrication
- d. Develop RFP for Public Art Commission

August 2021: Socialize Detailed Plan to Community through Town Hall Meetings

September 2021: Receive Commission Approval for RFP

October-November - Send out Public Art and Sign(s) RFP

December 2021 – Evaluate, Select top candidates for both Public Art and Signs

Interview and Select Public Artist(s) and Sign Designer(s)
January 2022 – Recommendation of Artist(s) and Designer(s) to City Commission
Sign Contracts
Develop Timeline for Work Completed
Socialize Final Designs to Community
Approval by City Commission
Move forward with Fabrication

September 2021 - June 2022 Install Signage and Public Art dependent on time needed to produce work and snowfall and snowmelt.

The Curriculum Committee and timeline will be set by Native Studies and Public Schools.

ALTERNATIVE/FUTURE FUNDING

If the Project is not fully funded, we will seek dollars from local grants, foundations, and the federally recognized Tribes. We do not intend to scale back on interpretation but would be required to scale back the Public Art Project.

OTHER ENTITIES FUNDING PROJECT:

The City has requested funding from the National Endowment for the Arts Our Town grant program and has committed in-kind and cash match. The budget for the Anishinaabe Public Art Project and Anishinaabe Trail Interpretation is \$215,000. Of which \$105,00 will come from the City, NEA and LSW. Historically the NEA does not award the full amount. If successful we can assume up to 70% funding and will seek alternative funding as stated above.

City of Marquette - \$53,000 Confirmed

\$30,000 Anishinaabe Public Art Project (Cash-Confirmed)
\$20,000 Administration/Project Coordination (In-Kind)
\$3,000 Marketing/Promotion (Cash-Confirmed)

Lake Superior Watershed Partnership (LSW) - \$2,000 Confirmed

\$2,000 Curriculum and Research

Friends of Marquette Public Art Commission - \$10,000 Pending

\$10,000 Anishinaabe Public Art Project (Pending)

National Endowment for the Arts (NEA) - \$50,000 Pending- announced May 2021

\$30,000 Anishinaabe Public Art Project
\$10,000 Anishinaabe Trail Interpretation (Design, Fabrication, Installation for one major interpretive site located near the mouth of the Carp River)
\$10,000 Research, narrative, graphic design, image use and duplication

IMPORTANT BUDGET NOTE:

In addition to this request the entire Cultural Trail Project includes 4-5 more major interpretive sites and 15 smaller sites, native garden and seating, totaling \$415,000. Of this total we have requested \$150,000 from the NEA and the City has contributed \$153,000. If fully funded the NAHF would account for 27% of the entire Cultural Trail Project. Below is the budget for the Anishinaabe Project only.

TOTAL ANISHINAABE PROJECT COST:

\$215,000

AMOUNT REQUESTED FROM NATIVE AMERICAN HERITAGE FUND BOARD:

\$115,000

AMOUNT OF REQUEST IS WHAT % OF TOTAL COST PROJECT COST:

50% of Anishinaabe Component

PROPOSED BUDGET

Public Art Commission: \$110,0000 (\$40,000 requested from NAHF)

Includes: Design, Fabrication, Installation and Site Preparation

Note: The public art budget was based on commission by notable indigenous artists' commissions from similarly sized communities. Average commission for significant works of art ranged from \$100,000-\$1,000,000+ We believe this budget will allow for a significant work that will last for generations.

Curriculum: \$20,000 (\$15,000 requested from NAHF)

Consultant(s) Research, Development: \$15,000

Graphic Design for Website and Print Material: \$5,000

Trail Interpretation \$70,000 (\$60,000 requested from NAHF)

Research, Images, Maps, Language Translation: \$15,000

Consultant/Artist Fees for Interpretative Introduction Site Downtown Area \$10,000

Consultant/Artist Fees for Other Sites: \$45,000

Project Coordination \$15,000 (in-kind)

Total Budget \$215,000

Note:

The exact number and location of Anishinaabe interpretive sites will be informed by the local Native Community and Steering Committee.

Budget for physical interpretation, whether in the form of a standard sign or art piece will include design, fabrication, installation, and site preparation.

Signature of Applicant's Authorized Representative .

Tiina Morin

Print Name:

TIINA MORIN

Title:

City of Marquette, Arts + Culture Mgr



NORTHERN MICHIGAN UNIVERSITY

CENTER FOR NATIVE AMERICAN STUDIES

1401 PRESQUE ISLE AVENUE
MARQUETTE, MICHIGAN 49855
906-227-1397 | FAX 906-227-1396
NMU.EDU/CNAS

October 8, 2020

Tiina Morin, Arts and Culture Manager
Community Services | Arts and Culture Division
City of Marquette
300 W. Baraga Avenue
Marquette, MI 49855

Boozhoo Tiina,

I am pleased to submit this letter of collaboration and support for the Native American Heritage Fund grant proposal to support the creation of an Anishinaabe Public Art Project along with a companion project focused on Anishinaabe Cultural Trail Interpretation.

The location for the products of these projects is appropriate based on the Indigenous history of this area. The two mile stretch between the Carp River and Presque Isle includes many significant Anishinaabe landmarks including Gichinamebineziibing (Place of the Big Sucker Fish River) (which is the original central Ojibway village located at the mouth of the Carp River on Lake Superior), the nearby Gichi-gete-gitigaan (big ancient garden area) and Charles and Charlotte Kawbawgam's grave sites on Presque Isle (Charles was a traditional Anishinaabe leader in this area during the transition era).

From a local Indigenous perspective, I can speak to the importance of including the deep history of this area from as far back as the end of the last glacial period, which marks the beginning of what we know about human occupation. The long complicated story about the relationships between Indigenous peoples, like the Anishinaabek, and this area prior to colonization as well as the subsequent colonial period would be much more accessible to the community and to visitors if it were reflected in public locations throughout the area.

The endeavor to design a curriculum that will accompany these projects is vital to the re-centering of the identity of this place. I am certain it will be incorporated into local K-12 classes as well as higher education courses like Native American Studies at NMU. I anticipate that our faculty, staff, and students will be eager to be involved in the research, design, fabrication and installation of the sites, as well as the language translation and other teachings that will be part of the curriculum. I am particularly excited about the idea of hidden and sculptures and symbols, and a central fire site as part of these projects.

I will be looking forward to continuing to act as a mentor and an advisor for the Cultural Trail and other local Indigenous focused projects. My phone number is 906-227-1397, and email is mreinhar@nmu.edu.

Miigwech (Thank you),

Dr. Martin Reinhardt, Professor/Chair
Center for Native American Studies

August 11, 2020

Native American Heritage Fund Board
315 West Green Street
Marshall, MI 49068

Dear Board Members,

I am both humbled and captivated by the rich layers, the timing, and the possibilities that the Cultural Trail offers our community. This project clearly calls the necessary attention to our strengths as well as our weaknesses as a community, giving us the opportunity to learn and to come together to change those weaknesses into deeper knowledge, understanding, and growth. I believe our town's future depends on projects such as this. As a parent, a local business owner, and a resident, I care deeply about our community. As an owner of two restaurants in the heart of downtown, I often feel like an ambassador for Marquette. I find myself describing the beauty of our town's landscape and its people, the two things that drew us to move here to raise our family. However, as proud as I am of our town, I am also acutely aware of the areas in which we can do better, need to do better.

I have always been a strong advocate for social, environmental, and economic justice and equity. And, yet, I still have much to learn about our history and the inequalities within our community. This past year our town was confronted again with the challenge of our high school's nickname, which is currently The Redmen and the Redettes and the mascot, which was an Indian head. I have been involved with this issue as I believe the name needs to change in order for our community to embrace all of its members with respect and understanding. As we all are experiencing right now, our country and our communities stand at a precipice. We need ways to bring our communities together and learn about the true history, both good and bad. We have much to learn about how to live in balance with our environment. We have much work to do to make our towns viable and healthy communities for all residents, regardless of race, religion, heritage, sexual orientation, gender identity, or beliefs.

Marquette's lakefront is a place that already brings us together. A Cultural Trail along the shoreline will help us begin to educate ourselves and thus, grow into a more understanding, equitable, and sustainable community. While bringing awareness to accurate Native American culture and history, local women's history, and environmental conservation and sustainability to our waterfront through public art and interpretive signage, this Trail will establish the foundation for the necessary conversations around these issues. I have always believed Marquette has the potential to be a leader and a role model for other remote communities by incorporating social and environmental awareness into the fabric of its community. I believe this Native Heritage Fund project will help Marquette do just that.



Jennifer Ray,
Parent, Resident, Business Owner
Donckers and The Delft Bistro
Candidate for Marquette Area Public School Board of Education
131 E. Ridge St.
Marquette, MI 49855
906.250.3311

RECEIVED

OCT - 8 2020

BY: Administration

Native American Heritage Fund Board
2020 Application for Funding DUE: By 5:00
p.m., Friday, October 9, 2020

Applications can be made only by one of the following entities:

1. A public or private K-12 school, including charter schools. An accredited college or university that is located or based in the State of Michigan. The Board has determined that colleges and universities whose curriculum and presence in the state is wholly online and for-profit colleges and universities are not eligible applicants. 2. A "local unit of government" defined as a political subdivision of the State of Michigan, including a school district, a community college district, an intermediate school district, a city, a village, a township, a road commission, or a county, if the political subdivision has as its primary purpose the providing of local governmental services for residents in a geographically limited area of this State and has the power to act primarily on behalf of that area. 3. Non-profit organizations may apply for funds only if the project/purpose is being undertaken on behalf of a sponsoring K-12 school, college, university, or eligible local unit of government.

A) What is the name of entity making application and please provide information describing the geographic area or population served by the entity?

The Clinton Community Schools is making application. Clinton is located in Northern Lenawee County and serves 1239 students in the vicinity. The Clinton Community is bordered by Washtenaw County on the North and the Irish Hills to the West. The town of Tecumseh is on the south and Saline on the eastern border. The community is largely Caucasian as is the school system, however the community has become more diverse in recent years.

B) If the applicant is making application for a project in partnership with a local non-profit entity, please explain the connection between the eligible school/college, university, or local unit of government and the non-profit entity.

PROPOSAL PROJECT NAME: Clinton Community Schools Rebranding from
R*****Mascot

DATE OF APPLICATION: September 25, 2020

K-12 SCHOOL, COLLEGE, UNIVERSITY, OR LOCAL UNIT OF GOVERNMENT:

The Clinton Community Schools is a k-12 Public School

CONTACT PERSON:

James Cracraft, Superintendent

248-766-2044 = Cell

ADDRESS: 341 E Michigan Avenue Clinton Michigan 49236

TELEPHONE:

(517) 456-6501

E-MAIL: Jim.cracraft@clinton.k12.mi.us

TYPE OF REQUEST (Check all that apply to your project):

XXXXX Replace or Revise School Mascot

XXXXX Replace or Revise Government Seal or Images in Public Space (i.e. murals; statues; etc.)

XXXXX Curricula or Program Development

- Other Education Initiative
 - Resolution of Inter-governmental/Community Conflict Involving Reservation Community or Native American Residents
- Other

GENERAL OBJECTIVES OF THE APPLICANT:

Our Story:

The Clinton Community School began our journey to change the Mascot in 2008. Alumni approached the Administration and The School Board at that time to change the mascot due to concerns that the mascot was racist and that it was impacting students by continuing stereo type of Native American and that "R*****" was a derogatory and performative term. There were several protests outside the school and there were several presentations at board of Education meetings as well.

The issue was eventually formally addressed by the Board of Education and the Superintendent at the time by convening a 'community vote' and "referendum" in the high school gym, where both sides presented their viewpoint and over 600 community members could vote whether to change or not change the Mascot. This "vote' took place in spring of 2010. The District agreed at that time to "retire" caricatures and floor and wall art which depicted Native Americans and promoted the stereotyping of native Americans. This work continued until the spring of 2020 on yearly basis with the adoption of a new logo in 2016 and trademark, Basketball court was redone in 2012 and other various pictures removed during the summer of 2017, 2019.

Jim Cracraft started as Superintendent in July 2016. The district adopted a new logo and reinstated the process of systemically removing native imagery in our buildings. All of these changes were paid for from the general fund. Frankly, we have resisted application for this grant until we were able to get the Board of Education to consider retiring the R***** mascot and moving forward with a completely new rebranding effort.

Over the past four years the Superintendent has worked closely with our Board and community and have encouraged them to begin the process of rebranding and selecting a new mascot. We have received several pieces of correspondence during this time that were shared with the Board. Based on the community "referendum" in 2010, there was strong resistance to changing the mascot. Community sentiment was that our mascot was adopted a hundred years ago, and was meant to "honor" Native Americans. This mindset continued in spite of well documented research and evidence that not only did native Americans wish to not be "honored" in this way, but that continuing the use of the mascot could be damaging students, and giving a false representation to the native American story. Local citizens who claimed Native American Ancestry, also spoke out in favor of keeping the R***** name. This was routinely used as a reason to not move forward.

Mr. Cracraft and Board Members were also in contact with Belding and Paw Paw Districts as well as former leaders in Milford and Marshall, Michigan who had made the change. Not too surprising is that other districts described a similar journey of courage in their efforts to rebrand.

In July 2020, in the wake of the BLM Movement, Paw Paw, the Washington Redskins considering a change, and with two community petitions gaining momentum to both change the mascot and keep it, the Superintendent approached the Board again about officially retiring the mascot and beginning the process of rebranding during the 2021 school year. After caucusing and meeting with Board Members and longtime community members, the Board put the issue on the July regularly Scheduled Board meeting and drafted a resolution that would officially retire the Redskin Mascot in 2020-2021 and begin the process of rebranding our district. The resolution passed 7-0 and the Board of Education directed Superintendent Cracraft to complete the rebranding process in the 2020-2021 school year and work with students to adopt a new mascot, and also work with the community and Alumni to find a way to respectfully retire the R***** Mascot, forever.

Objective: The Clinton Community Schools is seeking financial help in rebranding our district and adopting a new mascot that does not reference Native Americans in anyway. All existing imagery and references to the Mascot will be eliminated from the district. While the District has absorbed costs for removing a great deal of imagery and

implementing a new logo, we still have much work to do. The Board is committed to a complete new rebrand, but would like to keep the school colors of red and black.

SUMMARIZE YOUR PROPOSAL OR COSTS FOR WHICH YOU SEEK REIMBURSEMENT:

The district has recently received a quote of \$50,000.00 for signage in all sports areas and schools.

The athletic department estimating that new uniforms and replacing any R***** references on mats will cost the district a minimum of \$75,000.00

We are also seeking \$25,000 for curricular materials for K-12.

We have estimated costs of \$50,000 for efforts to remove offensive signage and new Logo over 10 years, however we are NOT seeking reimbursement for these costs already incurred.

(In the space below, briefly summarize the proposed project or the initiative for which you seek reimbursement of past costs. Identify the problem or need to be addressed, the project's objectives and a proposed strategy for achieving the result).

TOTAL PROPOSAL SUMMARY:

The Clinton Community Schools is respectfully requesting up to \$125,000.00 in reimbursement cost from the Native American Heritage Foundation to offset the costs of a complete rebrand of our current mascot. Additional costs will be absorbed by the district utilizing general and sinking fund dollars.

Additionally some funds will be used to purchase Social Studies Curriculum for Elementary and Middle School and expand offerings in our k-12 media Center. TOTAL PROJECT COST: \$____200,000+ Band Uniforms_____.

AMOUNT REQUESTED FROM NATIVE AMERICAN HERITAGE FUND BOARD:
\$____125,000_____.

AMOUNT OF REQUEST IS WHAT % OF TOTAL COST PROJECT
COST: _____62_____%

OTHER ENTITIES FUNDING
PROJECT: Clinton Community Schools,
Private Donor for Band uniforms

(Attach list if necessary)

NEEDS
STATEMENT:

Define and document the situation or need that the applicant seeks to address through this request, or the actions the applicant has taken if this request seeks reimbursement of costs already incurred.

The district is not seeking reimbursement for any costs already incurred and has identified funding for Band Uniforms. However the district is seeking support with the costs of rebranding and is asking for \$125,000.00. This is especially need this year as we have had additional costs associated with the Covid -19 pandemic.

PROPOSED
BENEFITS:

Describe the desired outcome of the grant. Describe how the use of funds you are seeking through this grant will be applied, or have been applied, to address one or more of the core purposes of the Michigan Native American Heritage Fund:

- Replace or revise mascots or imagery in public spaces that may be considered derogatory, inaccurate, or otherwise controversial representations of Native Americans or Native American culture and values.
- New or improved curricula that more accurately present the history of Michigan Indian tribes or the role of Native Americans in Michigan history.
- Other initiatives that promote mutual respect and cooperation between your local community and any nearby federally-recognized Indian tribe and/or the local Native American population.

We plan to use the funding we seek to directly address all three of the core purposes of the Native American Heritage Fund Grants. First with a complete rebrand of our Mascot and second with improving our curriculum and offering for all students, by purchasing curriculum materials that represent Native Americans and the Native American story in a non-biased and correct manner. We are also seeing funding to replace signage and equipment that contains the R***** word

Additionally we hope to partner closely with the Nottawasseppe Huron Band of the Potawatomi in Fulton, Michigan to bring Native American specific outreach speakers, lessons, and history to our students.

Who is/are the target population(s) you seek to impact? What are the specific outcomes you are seeking? How will those outcomes be measured?

We are targeting preschool through 12 grade students in our system in addition to all Clinton Community School Stakeholders.

Describe how you have sought input from or collaborated with the federally-recognized Indian tribe's government and/or Reservation community, or the local Native American population, in developing your project proposal. Provide any documentation verifying that the federally-recognized Indian tribe(s) and/or representatives of the local Native American population support project.

Since 2008 the Nottaweseppi Huron Band of Potawatomi has reached out continually to encourage the Clinton Community District to change our Mascot. We have also been involved with the Michigan Department of Civil Right sand requested guidance as we have embarked on this change. Recently our Superintendent and a Board member took part in a virtual gathering hosted by MDCR (Melissa Kiesewetter, Tribal Liaison). We appreciated the opportunity to connect with Tribal leaders and inform them of our decision to re-brand in Clinton Community Schools.

TIMETABLE: Describe the sequence of activities needed to accomplish the program's objective. (Include a time-line if appropriate.) When will the project begin and when will the project be completed?

Our plan is for the 2020-2021 school year to focus on adopting a new mascot and retiring our old one. We want to be ready for the 2021-2022 school year with new Mascot, signage, uniforms. Our plan is to roll out the new mascot once it is chosen by May 2021.

ALTERNATIVE/ FUTURE FUNDING: If the Native American Heritage Fund Board only partially funds your request or you do not receive sufficient funds from other sources, what alternative plan will you follow? If the success of your project require future or ongoing funding, describe what steps you are taking to ensure that your initiative will be funded in the future?

The district will dedicate general fund dollars if need be, however, this does take funds away from the classroom. We realize however that rebranding is the ethically right and correct measures to take and will do our best to allocate funding. The district has done this historically by working towards the iinfomral agreements to remove caricatures of

Native Americans in our buildings. While this has been a lengthy process, we have consistently worked towards this end. We are also in the midst of a pandemic and any additional funds we can use to expedite this rebranding initiative would be deeply appreciated. Should adequate funds not be available it will prolong our rebrand, not obstruct. The Clinton District is deeply committed to moving forward with this rebrand and doing it in an expeditious manner.

**PROPOSED
BUDGET:**

Present (or attach if needed) a line item estimate of project costs and revenue.

\$50,000.00 for Signage, floor mats and wall mats. Complete replacement of any reference to Native Americans and the R***** work across the district

\$75,000.00 complete new Uniform adoption for all sports teams

\$ 40,000.00-\$50,000.00 Band Uniforms and mascot references on Band Equipment. (Private Donor)

Signature of Applicant's Authorized Representative:

James L. Cracraft

Print Name:

James L. Cracraft

Title:

Superintendent

Kalamazoo Nature Center Native American Heritage Fund proposal

NAME OF ENTITY MAKING APPLICATION AND GEOGRAPHIC AREA SERVED BY ENTITY

More than 100,000 visitors come to the Kalamazoo Nature Center each year. Some 90 percent of these are Kalamazoo County residents. They learn about natural history, see live animal exhibits at our Visitor Center, and hike on 14 miles of trails that wind across 1,200 acres of forest and prairie. Our grounds include a CSA farm and the restored DeLano Farm Homestead. At the historic farm, we will develop a new interpretive program to tell the previously overlooked story of Native American history and agriculture in the Kalamazoo region.

CONNECTION BETWEEN NONPROFIT ENTITY AND ELIGIBLE SCHOOL

Along with the interpretive program, we will collaborate with the Kalamazoo Regional Educational Service Agency (KRESA) to develop a new curriculum on Native American history and traditional farming. KRESA serves 12 school districts in Kalamazoo County, including the Southwest Michigan Science, Technology, Engineering and Math network (MI STEM) network. The Kalamazoo Nature Center has long-standing ties with KRESA through the environmental education and gardening programs we provide to local K-12 schools.

PROPOSAL PROJECT NAME

"Telling our Land's Agricultural History from a Native American Perspective"

DATE OF APPLICATION

October 9, 2020

K-12 SCHOOL, COLLEGE, UNIVERSITY OR LOCAL UNIT OF GOVERNMENT

CONTACT PERSON: Diane Owen-Rogers, Ph. D

ADDRESS: Kalamazoo Regional Educational Service Agency, 1819 E. Milham, Portage, MI 49002

TELEPHONE: 269.250.9224

E-MAIL: diane.owenrogers@kresa.org

TYPE OF REQUEST

- Curricula or Program Development
- Other Education Initiative

GENERAL OBJECTIVES OF APPLICANT

Kalamazoo has a rich Native American history that begins with its name: an English approximation of a Potawatomi word meaning "bubbling water." The land that encompasses the Kalamazoo Nature Center falls within the traditional homeland of the Potawatomi people.

Yet today, there are few public signs of that proud legacy. And, the images of Native American history that have existed have at times been painfully biased. A prime example is the Fountain of the Pioneers in Kalamazoo's Bronson Park, which featured a Native American in a submissive pose before an armed White settler. The controversial sculpture was removed in 2018, with financial assistance from the Native American Heritage Fund. But while the fountain is gone, the local need for accurate portrayals of Native American life continues. With this project, we will promote a deeper, more authentic understanding of Native American history in Kalamazoo by pursuing these objectives:

- Create a permanent exhibit and interpretation program at the Kalamazoo Nature Center. This will include attractive interpretive signs, a self-guided audio tour, promotional video and on-line content
- Develop educational curricula for Kalamazoo-area schools that will teach and honor past and present contributions of Native Americans to our community and Michigan. We envision using students to help design signs, conduct GIS mapping, produce podcasts and work with consultants to interview tribal representatives
- Plant demonstration plots at DeLano Farm that showcase traditional Native American crops and farming practices
- Provide on-site programs for school and other groups to learn about local Native American history first-hand.

SUMMARIZE YOUR PROPOSAL OR COSTS FOR WHICH YOU SEEK REIMBURSEMENT

The project itself will be created "from scratch." We request no funds for reimbursement of past expenses. Primarily, the funds will cover costs in three main areas:

Curriculum Development: Includes research, program design, teaching supplies and costs related to interactions with consultants, students and tribal representatives.

Interpretive Program Development: Includes weatherproof outdoor signs with embedded graphics; the creation of stories for an audio-tour (delivered via cell phone app); a promotional video for students and other visitors; seeds, plants and agricultural supplies for the Native American crop demonstration.

Planning and Promotion: Includes funds for a project coordinator to organize a reflective and respectful 10-month planning and implementation process. This may involve both virtual and on-site planning sessions, depending on the situation with COVID-19 in 2021. While the Kalamazoo Nature Center has created Native American-themed displays in the past, we have not done so with the guidance of a federally-recognized tribe. For this project, we seek to first build a mutual and trusting relationship with tribal representatives. With that groundwork established, we will proceed based on their direction and recommendations.

TOTAL PROPOSAL SUMMARY

In 1968, the Kalamazoo Nature Center acquired [DeLano Farms](#), which is now part of our 1,200-acre main campus north of Kalamazoo. We have since restored the property's Greek Revival farmhouse, built in 1858 by William Smith DeLano, a White settler from New York. To depict pioneer farm life, KNC has also built a log cabin, livestock barn and blacksmith shop.

While this attraction has been popular, it has one major shortcoming: it interprets the area's history solely from the viewpoint of White settlers who came here many centuries after Native Americans did. Now, we believe it's time to develop a more inclusive approach to interpretation and education. This stronger commitment to diversity and inclusion reflects key tenets set forth in the Kalamazoo Nature Center's new Strategic Plan which will be released yet this fall. And, coming at a time of increasing demands for racial justice and equity, we believe this effort will help citizens learn about their past in ways that are healing and informative.

As earlier stated, the project's two-pronged approach will involve both the development of interpretive materials for on-site use at the Kalamazoo Nature Center, as well as educational curricula for use by teachers in local schools. The curricula will also prepare students to better understand the on-site exhibits once they visit the Kalamazoo Nature Center. Visitors of all ages will learn from both the on-site exhibit and on-line materials, such as a promotional video and conversation guides, that will be posted on our website.

It's of utmost importance that we tell these stories accurately and respectfully. Therefore, it is essential that we proceed under the guidance of staff and elders from tribal representatives. We look forward to this unfolding relationship and hope that it will lead to future collaborations.

TOTAL PROJECT COSTS: \$130,000

AMOUNT REQUESTED FROM NATIVE AMERICAN HERITAGE BOARD: \$70,000

AMOUNT OF REQUEST IS WHAT % TOTAL COST OF PROJECT: 54%

OTHER ENTITIES FUNDING PROJECT

Kalamazoo Nature Center: \$20,000

Americana Foundation: \$20,000 (proposal in development)

Dorothy U. Dalton Foundation: \$20,000 (proposal in development)

NEEDS STATEMENT

This project meets an unmet need to tell the overlooked story of Native Americans in the Kalamazoo area, a history that has been dominated by accounts of White settlers. Moreover, as our environment reels from the effects of climate change, this project will show how Native farmers used what are now called sustainable practices – such as organic fertilizers, companion plantings and crop rotation – to grow food in ways that maintained soil fertility for generations, without the use of harmful chemicals. Our curricula and interpretation will show how this ancient knowledge and wisdom about the earth remains crucial as we search for modern solutions. This approach can give young people hope for the earth and its future, as opposed to a doomsday environmental outlook that focuses only on intractable problems.

For the Kalamazoo Nature Center, this program helps meet a resurgent public need to spend more time in nature since the outbreak of COVID-19. This investment will encourage people to visit us and learn about Native American history in an inclusive way that wasn't possible before. Relatedly, increased visitorship spurred by the project will help generate critical revenue as we rebuild programs in a post-COVID-19 era.

PROPOSED BENEFITS

This grant will address the following core purposes of the Michigan Native American Heritage Fund:

- New or improved curricula that more accurately present the history of Michigan Indian tribes or the role of Native Americans in Michigan history.
- Other initiatives that promote mutual respect and cooperation between your local community and any nearby federally-recognized Indian tribe and/or the local Native American population

WHO IS THE TARGET POPULATION YOU SEEK TO IMPACT? WHAT ARE THE SPECIFIC OUTCOMES YOU ARE SEEKING? HOW WILL THOSE OUTCOMES BE MEASURED?

For the curricula on Native American history, school-aged students will be the target population. For outcomes, we want students to gain a deeper, more accurate understanding of Native American history and how that legacy and knowledge continues to benefit our community and state today. We will evaluate student knowledge based on their academic performance as measured by tests and classroom assignments. In addition, we will survey teachers to ask about the curriculum's effectiveness and what needs to be changed or improved.

For the interpretive program, we will seek to inform thousands of visitors each year about the impact and ongoing relevance of Native American history. The target population will stretch across the age span, from families with children to young adults and older adults alike. One crucial outcome is to help all visitors rethink the erroneous knowledge and Native American stereotypes they may have learned in school or from popular culture. We have not yet decided how to measure these outcomes, but we envision an on-line survey connected to the audio cell phone app.

DESCRIBE HOW YOU HAVE SOUGHT INPUT FROM OR COLLABORATED WITH THE FEDERALLY-RECOGNIZED TRIBE'S GOVERNMENT AND/OR RESERVATION COMMUNITY, OR THE LOCAL NATIVE AMERICAN POPULATION, IN DEVELOPING YOUR PROPOSAL.

We have been in preliminary contact with the Culture and Language Committee of the Gun Lake Match-E-Be-Nash-She-Wish Band of the Pottawatomis and the Natural Resources Department of the Pokagon Band of the Potawatomi and discussed our project with them. While there is initial interest by both parties to continue this conversation, we felt it was premature to ask for a formal commitment to fully collaborate at this time. It's our intent to establish more meaningful connections in the weeks and months ahead.

PROVIDE ANY DOCUMENTATION VERIFYING THAT THE FEDERALLY-RECOGNIZED INDIAN TRIBE(S) AND/OR REPRESENTATIVES OF THE LOCAL NATIVE AMERICAN POPULATION SUPPORT THE PROJECT.

As we nurture the relationships describe above, we will gladly provide documentation and otherwise keep the NAHF informed of our progress.

TIMETABLE:

January 2021: Project begins with initiating planning meetings with tribal representatives. Discuss overall objectives and best ways to respectfully move forward with planning.

February/March/April 2021: Continue planning sessions with tribal representatives. Involve Kalamazoo Nature Center and KRESA staff as needed for planning, research and design for interpretive and curriculum materials. Plant beds and displays of Native American crop varieties.

May 2021: Kalamazoo Nature Center staff, along with KRESA students and staff, present plans for review by tribal representatives.

June-September 2021: Install and implement signs, develop and complete audio tours and on-line content, and produce promotional video. Begin marketing events and programs related to the project.

October 2021: Host a nationally-known speaker at the Kalamazoo Nature Center as a kickoff event. (Funding for this aspect of the project will come from the Kalamazoo Nature Center's Terry Todd International Speakers Fund and will include a corresponding press event.) Begin interpretive tours led by both educators and KRESA students, to showcase new programs. Begin school field trips and host special events at the farm such as fundraising dinners to promote and support the project.

ALTERNATIVE FUNDING/FUTURE FUNDING


Should we not receive a Native American Heritage Fund grant, we will continue to pursue this essential project. Our current, historic interpretation at DeLano Farms lacks acknowledgement of the land's Native American heritage. This is no longer acceptable to the Kalamazoo Nature Center. Most likely, we will pursue other foundations for support. Post pandemic, we also plan to hold events such as dinners and guided tours to help raise funds. Special appeals might also help raise needed funds.

Once we develop the interpretive program and curriculum, we believe that ongoing maintenance costs would be minimal and could be covered by the Kalamazoo Nature Center's operating fund, KRESA or other local funders. These costs will be built into annual budgets, and increased revenue from visitors should help to sustain them.

PROPOSED BUDGET

	Total Costs	From NAHF	From KNC AND OTHER FUNDERS
PLANNING PROCESS			

Project coordinator costs for 9 months	\$40,000	\$30,000	\$10,000
IMPLEMENTATION			
Curriculum research, design and production	\$40,000	\$25,000	\$15,000
Interpretation research, design and production	\$40,000	\$25,000	\$15,000
Promotion, marketing and fees for national speaker kickoff event	\$20,000	\$0	\$20,000
TOTAL PROJECT COST	\$140,000	\$80,000	\$60,000

SIGNATURE OF APPLICANT: 

PRINT NAME: Thomas M. Springer

TITLE: Grants Manager



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

Native American Heritage Fund Board
2020 Application for Funding
DUE: By 5:00 p.m., Friday, October 9, 2020

Applications can be made only by one of the following entities:

1. A public or private K-12 school, including charter schools. An accredited college or university that is located or based in the State of Michigan. The Board has determined that colleges and universities whose curriculum and presence in the state is wholly online and for-profit colleges and universities are not eligible applicants.
2. A "local unit of government" defined as a political subdivision of the State of Michigan, including a school district, a community college district, an intermediate school district, a city, a village, a township, a road commission, or a county, if the political subdivision has as its primary purpose the providing of local governmental services for residents in a geographically limited area of this State and has the power to act primarily on behalf of that area.
3. Non-profit organizations may apply for funds only if the project/purpose is being undertaken on behalf of a sponsoring K-12 school, college, university, or eligible local unit of government.

A) What is the name of entity making application and please provide information describing the geographic area or population served by the entity?

Keweenaw Bay Ojibwa Community College (KBOCC) is located in Baraga County in the Upper Peninsula of Michigan. As of the 2010 census, the population was 8,860. Within that county resides the Keweenaw Bay Indian Community, (KBIC) which is at the heart of the college. KBOCC serves as the principal higher educational institution for the L'Anse Indian Reservation.

B) If the applicant is making application for a project in partnership with a local non-profit entity, please explain the connection between the eligible school/college, university, or local unit of government and the non-profit entity.

The Keweenaw Bay Ojibwa Community College has worked in partnership with the Native Justice Coalition (NJC) on the Anishinaabe Racial Justice Conference in 2018 & 2019.

PROPOSAL PROJECT NAME: Anishinaabe Racial Justice Conference

DATE OF APPLICATION: October 7th 2020



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

K-12 SCHOOL, COLLEGE, UNIVERSITY, OR LOCAL UNIT OF GOVERNMENT: Keweenaw Bay Ojibwa Community College

CONTACT PERSON: Lori Sherman – President

ADDRESS: 770 N. Main Street, L'Anse, MI 49946

TELEPHONE: (906) 524-8414

E-MAIL: president@kbooc.org

TYPE OF REQUEST (Check all that apply to your project):

- Replace or Revise School Mascot Replace or Revise Government Seal or Images in Public Space (i.e. murals; statues; etc.)
- Curricula or Program Development Other Education Initiative
- Resolution of Inter-governmental/Community Conflict Involving Reservation Community or Native American Residents
- Other – Anishinaabe Racial Justice Conference

GENERAL OBJECTIVES OF THE APPLICANT:

1. Work in partnership with the Native Justice Coalition on the 3rd Annual Anishinaabe Racial Justice Conference.
2. Provide a conference space in the Keweenaw Bay Indian Community.
3. Support and build Native led social and racial justice work in Anishinaabe Aki.

SUMMARIZE YOUR PROPOSAL OR COSTS FOR WHICH YOU SEEK REIMBURSEMENT:

(In the space below, briefly summarize the proposed project or the initiative for which you seek reimbursement of past costs. Identify the problem or need to be addressed, the project's objectives and a proposed strategy for achieving the result).



TOTAL PROPOSAL SUMMARY:

Project Summary

The Keweenaw Bay Ojibwa Community college has worked in collaboration with the Native Justice Coalition to host the annual Anishinaabe Racial Justice Conference in the Keweenaw Bay Indian Community. The inaugural conference was held in 2018 where we had 32 speakers and panelists addressed more than 200 participants on topics ranging from environmental racism, mascots, youth voices in racial justice, and storytelling in Anishinaabe culture. In 2019, the 2nd Annual Anishinaabe Racial Justice Conference took place in May 2019. We had 33 speakers and 130 event attendees addressing treaty rights, Indigenous law, lateral violence, and healing stories on racial justice.

Community Need & Strategy

Organizing a conference like this is one of a kind across the US and Canada Native and First Nations communities. We are experiencing constant threats to our communities, such as police violence, the opioid epidemic, highest rates of suicide among our youth out of any group in the US and Canada as well as environmental racism. It is urgent that we are supported in this work because we are always experiencing consistent systemic racism, violence in all forms, and greater community trauma due to colonialism. It has now come to the attention of the majority culture that Native American people experience daily racism. This is due to national news stories like Standing Rock (2016-2017) and what Nathan Phillips endured at the Indigenous Peoples March in DC in January 2019. As Native people we know we have been dealing with racism for centuries.

This conference provides coalition building and an opportunity to come together outside of cultural events like powwows. Our strategy includes an intensive organizing and outreach plan across Anishinaabe Aki. As a result, of our plans in 2018 and 2019 you can see we have been successful at organizing our conferences. A detailed timeline is critical to this success. We also have monthly partnership calls with community partners. Our organizing approach is intergenerational and emphasizes that we elevate marginalized issues in our work such as Two-Spirit identity, lateral violence or harm reduction.

Anishinaabe Racial Justice Conference - 2021 Goals & Objectives

1. We plan on hosting our 3rd Annual Anishinaabe Racial Justice Conference in the Keweenaw Bay Indian Community in May. Based on feedback from the previous conference we would like to host the event over 3 ½ days rather than 2 ½ as the previous years.
2. Our goal is to have 32-40 speakers and panelists.
3. We aim to have 150-200 conference attendees.
4. Maintain current partners as well as work to create several new conference partners.
5. We would like to hire 2 Conference Interns that meet one of the following criteria: Keweenaw Bay Indian Community member, Keweenaw Bay Ojibwa Community College student, Native student at Michigan Technological University, or a Native student at Northern Michigan University.



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

TOTAL PROJECT COST: \$40,000.

AMOUNT REQUESTED FROM NATIVE AMERICAN HERITAGE FUND BOARD:
\$30,000.

AMOUNT OF REQUEST IS WHAT % OF TOTAL COST PROJECT COST:
75%.

OTHER ENTITIES FUNDING PROJECT: As of 10/07/2020 current funders for the Native Justice Coalition include: Keweenaw Bay Indian Community, Episcopal Diocese of Michigan, LUSH Charity Pot, and restricted miscellaneous donors.



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

(Attach list if necessary) NA



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

NEEDS STATEMENT:

Define and document the situation or need that the applicant seeks to address through this request, or the actions the applicant has taken if this request seeks reimbursement of costs already incurred.

We seek to address racism and racial justice that is Native American led. Working in collaboration with the Native Justice Coalition we also emphasize the need for this work in our rural and remote Native communities.

This conference strives to push back against colonialism, systemic racism towards Native American people, and white supremacy. All of this covers hate, misogyny, and xenophobia. We deal with a border issue that directly divides our territory. While there is talk about a wall between the colonial US-Mexico border we deal with this issue daily which inhibits building a larger Anishinaabe Racial Justice Coalition. It is a reason many of our First Nations relatives in Ontario have been unable to attend our conference. The presentations, panels, workshops, and coalition building provide a space for everyone to organize, feel safe, and supported in this critical work. This is a conference which takes place over 2.5 days and we estimate 300 people will be exposed to cultural narratives that lift up human dignity and advance racial justice by and for Anishinaabe and Native people.

PROPOSED BENEFITS:

Describe the desired outcome of the grant. Describe how the use of funds you are seeking through this grant will be applied, or have been applied, to address one or more of the core purposes of the Michigan Native American Heritage Fund:

- Replace or revise mascots or imagery in public spaces that may be considered derogatory, inaccurate, or otherwise controversial representations of Native Americans or Native American culture and values.
- New or improved curricula that more accurately present the history of Michigan Indian tribes or the role of Native Americans in Michigan history.
- Other initiatives that promote mutual respect and cooperation between your local community and any nearby federally-recognized Indian tribe and/or the local Native American population.

Who is/are the target population(s) you seek to impact? What are the specific outcomes you are seeking? How will those outcomes be measured?

Describe how you have sought input from or collaborated with the federally-recognized Indian tribe's government and/or Reservation community, or the local Native American population, in developing your project proposal.

Provide any documentation verifying that the federally-recognized Indian tribe(s) and/or representatives of the local Native American population support project.



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

POPULATION

The Anishinaabe Racial Justice Conference addresses the Native American Heritage Funds core purpose of other initiatives that promote mutual respect and cooperation the local Native American population and broader community. The target population we seek to impact is the Anishinaabe, Native American, First Nations and Métis community in the Great Lakes. We also work with the non-Native community to foster and grow this critical work. The Michigan Native community matters and we are emphasizing the need and desire for this work across our homelands. We would also like to emphasize that the Midwest often gets overlooked and ignored. While Ontario has a different approach with its First Nations, Métis, and Inuit communities, still northern communities like in the Ring of Fire are overlooked for funding based on the treaty relationship from the government. Our territory presents unique challenges. However, in these challenges our communities are responding to our work and are committed to working on systemic solutions that remain Native led.

COMMUNITY ENGAGEMENT STRATEGY & OUTCOMES

The Keweenaw Bay Ojibwa Community College is working collaboratively with t the Native Justice Coalition. We value the structure that they have in place for community engagement metrics. Additionally, we also support the organization as a resource for healing, social, and racial justice in our Native American communities. Finally, we are committed to being a part of the work that the NJC does in bringing resources to rural and remote Native communities that are traditionally underfunded and under resourced.

Community Follow Up: The NJC will follow up after the conference and engage the Anishinaabe community and its members on additional projects. Follow up is essential to build a larger Anishinaabe Racial Justice Coalition. With this plan we are setting ourselves up to create and build collaborations for this work.

Evaluation: The NJC offers a way for participants and community members to provide feedback during the conference. They have used evaluations since their first conference. With this feedback we will evaluate the conference to carefully assess feedback so we can improve our conference in the following year. We will keep records and a detailed log of our evaluations. Finally, with a database available we can assess this work to always improve and alter it as needed.

Continuous Community Engagement: Working collaboratively with the NJC, we believe in continuous community engagement based in our culture but seeking community solutions from an innovative and grounded approach.



TIMETABLE:

Describe the sequence of activities needed to accomplish the program's objective. (Include a time-line if appropriate.) When will the project begin and when will the project be completed?

September

- Host the first of our monthly conference partnership and planning meetings.
- Submit grants applications for conference funding.
- Analyze 2019 evaluations to plan for our 2020 conference.

October

- Submit grants applications for conference funding.
- Determine the exact conference dates and times in May 2020.
- Host monthly partnership and planning meetings.

November

- Analyze conference budget based on grant awards. Adjust fundraising plan.
- Host monthly partnership and planning meetings.

December

- Analyze conference budget based on grant awards. Adjust fundraising plan if necessary. Finalize the conference budget based on grants and donations.
- Preparation for January - May. Updating specifics of our organizing timeline.
- Host monthly partnership and planning meetings.

January

- Post the Conference Intern position at the beginning of the month.
- Hire for Conference Intern position at the end of the month.
- Host monthly partnership and planning meetings.

February

- Conference Intern will start this month.
- Post Call for Submissions and leave it open for minimum 6 weeks.
- Create and share conference flyer in our email newsletters, website, social media, and print.
- Host monthly partnership and planning meetings.

March

- Close the Call for Submissions.
- Open conference attendee registration.
- Select and contact speakers and panelists.
- Start designing and assembling the conference booklet.
- Host monthly partnership and planning meetings.

April

- Secure travel and lodging for speakers and panelists.
- Secure drum to open and close the conference.
- Secure someone to conduct and opening prayer for the conference.
- Order conference supplies and presenter gifts.



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NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

- Write and share press release with Native news, progressive, and local news sources.
- Host monthly partnership and planning meetings.

May

- Print the conference booklet at the beginning of this month.
- Distribute and collect post conference evaluation forms.
- Close conference attendee registration.
- Contact potential volunteers and assign duties based on interest from online registration.
- Host monthly partnership and planning meetings.
- Conference will be held at the end of May and the exact dates TBD at



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ALTERNATIVE/ FUTURE FUNDING:

If the Native American Heritage Fund Board only partially funds your request or you do not receive sufficient funds from other sources, what alternative plan will you follow? If the success of your project require future or ongoing funding, describe what steps you are taking to ensure that your initiative will be funded in the future?

We are diligently seeking and applying for any grant opportunities that we qualify for. This is the only grant that the Keweenaw Bay Ojibwa Community College is applying for in collaboration with the Native Justice Coalition. The Native Justice Coalition is actively engaged in a strategic development planning for their organization. As they have grown they have refined this plan based on their staff capacity. The Keweenaw Bay Ojibwa Community College supports the fundraising efforts of the Native Justice Coalition for the conference. We will take steps together to make sure we are applying for any grant possibility that will aid in making this conference happen in 2021.



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PROPOSED BUDGET:

Present (or attach if needed) a line item estimate of project costs and revenue.

Please see attached budget.

Signature of Applicant's Authorized Representative:

Lori Sherman

Print Name: Lori Sherman

Title: President

**NATIVE AMERICAN HERITAGE FUND
PROJECT BUDGET**

Organization:	Keweenaw Bay Ojibwa Community College		
Project Title:	Anishinaabe Racial Justice Conference		

EXPENSES

Line Item	Total Budget	NAHF Request	Funded By Other Sources
Adult Speaker Honorariums (\$300 x 35)	\$10,500.00	\$8,000.00	\$1,100.00
Youth Speaker Honorariums (\$100 x 10)	\$1,000.00	\$1,000.00	\$0.00
Speaker Travel Assistance	\$2,000.00	\$1,500.00	\$500.00
Speaker Lodging	\$4,000.00	\$3,000.00	\$1,000.00
NJC Staff, Interns & Volunteers Lodging	\$3,000.00	\$3,000.00	\$0.00
Attendee Travel Assistance	\$1,200.00	\$1,000.00	\$200.00
Food	\$8,000.00	\$8,000.00	\$0.00
Printing	\$2,500.00	\$800.00	\$750.00
Conference Zine	\$1,000.00	\$1,000.00	\$0.00
Supplies	\$3,000.00	\$1,900.00	\$800.00
MISC Expenses (food, supplies, etc.)	\$800.00	\$800.00	\$0.00
Interns (2 total for 3 months each)	\$3,000.00	\$0.00	\$3,000.00
TOTAL EXPENSES:	\$40,000.00	\$30,000.00	\$7,350.00

INCOME

Income Source	Amount	Status
Keweenaw Bay Indian Community	\$800.00	Awarded (leftover from 2019)
Episcopal Diocese of Michigan	\$3,129.00	Awarded (leftover from 2020)
LUSH Charity Pot	\$2,421.77	Awarded (leftover from 2019)
Miscellaneous Donations - Restricted	\$1,000.00	Awarded
Native American Heritage Fund	\$30,000.00	Pending
TOTAL INCOME:	\$37,350.77	



Corey Harbaugh <corey.harbaugh@ppps.org>

Land Acknowledgement

6 messages

Corey Harbaugh <corey.harbaugh@ppps.org>
To: Sam Morseau <sam.morseau@pokagonband-nsn.gov>

Tue, Jul 7, 2020 at 9:41 AM

Good morning, Sam:

Wondering if you have a quick moment to call me this morning. I wanted to ask you about an idea we have for doing a land acknowledgement as part of a ceremony Friday, and about working land acknowledgement into our practices here.

Wondering if the Pokagon Band has done any of that with other organizations, or, if we're the first, if we can work on something to be proud of.

You can call me at the number below, or feel free to use my cell # 269-366-5916.

Thanks,

Corey

--

Corey L. Harbaugh, Director of Curriculum/Instruction and State/Federal Programs
Paw Paw Public Schools
119 Johnson Street
Paw Paw, MI 49079
Phone: (269) 415-5200
Fax: (269)415-5201

Matthew Wesaw <matthew.wesaw@pokagonband-nsn.gov>

Tue, Jul 7, 2020 at 3:56 PM

To: Sam Morseau <Sam.Morseau@pokagonband-nsn.gov>, Marcus Winchester <Marcus.Winchester@pokagonband-nsn.gov>, Jody Osbon <jody.osbon@pokagonband-nsn.gov>, "corey.harbaugh@ppps.org" <corey.harbaugh@ppps.org>

Afternoon Corey,

I believe we have been involved with a couple if I understand your question properly. One of the first was Western Michigan University. There have also been discussion with other institutions but I cannot give you final details.

I think Marcus Winchester might be in a position to assist while Sam is out. Marcus, if this is accurate can you call Corey and see how we can work together.

thanks

Migwêthh Thank you,

Matthew Wesaw

Tribal Council Chairman
Tribal Council

(269) 462-4241 desk
(269) 462-5379 cell

Pokégnek Bodéwadmik
POKAGON BAND OF POTAWATOMI

www.PokagonBand-nsn.gov

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From: Sam Morseau <Sam.Morseau@Pokagonband-nsn.gov>

Sent: Tuesday, July 7, 2020 3:48 PM

To: Matthew Wesaw <matthew.wesaw@pokagonband-nsn.gov>; Marcus Winchester <Marcus.Winchester@PokagonBand-nsn.gov>; Jody Osbon <jody.osbon@pokagonband-nsn.gov>; Julie Dye <Julie.Dye@pokagonband-nsn.gov>

Subject: Fwd: Land Acknowledgement

Good Afternoon All,

Please see below. I am out on PTO until next Monday and will be unable to assist.

Respectfully,

Sam

Get [Outlook for Android](#)

[Quoted text hidden]

[Quoted text hidden]

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Thank you.

Marcus Winchester <Marcus.Winchester@pokagonband-nsn.gov>

Tue, Jul 7, 2020 at 4:49 PM

To: Matthew Wesaw <matthew.wesaw@pokagonband-nsn.gov>

Cc: Sam Morseau <Sam.Morseau@pokagonband-nsn.gov>, Jody Osbon <jody.osbon@pokagonband-nsn.gov>, "corey.harbaugh@ppps.org" <corey.harbaugh@ppps.org>

We have done several land acknowledgments. So much so that Blaire has created a standard response. I will share it shortly. Thanks for reaching out.

Sent from my iPhone

On Jul 7, 2020, at 3:56 PM, Matthew Wesaw <matthew.wesaw@pokagonband-nsn.gov> wrote:

[Quoted text hidden]

Matthew Wesaw <matthew.wesaw@pokagonband-nsn.gov>

Tue, Jul 7, 2020 at 5:03 PM

To: Marcus Winchester <Marcus.Winchester@pokagonband-nsn.gov>

Cc: Sam Morseau <Sam.Morseau@pokagonband-nsn.gov>, Jody Osbon <jody.osbon@pokagonband-nsn.gov>, "corey.harbaugh@ppps.org" <corey.harbaugh@ppps.org>

Thanks Marcus.

Migwétth Thank you,

Matthew Wesaw

Tribal Council Chairman

Department of Tribal Council

(269) 462-4241 desk

(269) 462-5379 cell

Pokégnek Bodéwadmik

POKAGON BAND OF POTAWATOMI

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On Jul 7, 2020, at 4:49 PM, Marcus Winchester <Marcus.Winchester@pokagonband-nsn.gov> wrote:

We have done several land acknowledgments. So much so that Blaire has created a standard response. I will share it shortly. Thanks for reaching out.

[Quoted text hidden]

Marcus Winchester <Marcus.Winchester@pokagonband-nsn.gov>

Wed, Jul 8, 2020 at 9:26 AM

To: Matthew Wesaw <matthew.wesaw@pokagonband-nsn.gov>

Cc: Sam Morseau <Sam.Morseau@pokagonband-nsn.gov>, Jody Osbon <jody.osbon@pokagonband-nsn.gov>, "corey.harbaugh@ppps.org" <corey.harbaugh@ppps.org>

Good Morning:

Please see attached. Don't hesitate to reach out if you have any questions.

Sincerely,

Migwétth Thank you,

Marcus Winchester

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[Quoted text hidden]

 **LandAcknowledgement.pdf**
319K

Wed, Jul 8, 2020 at 9:35 AM

Corey Harbaugh <corey.harbaugh@ppps.org>

To: Marcus Winchester <Marcus.Winchester@pokagonband-nsn.gov>

Cc: Matthew Wesaw <matthew.wesaw@pokagonband-nsn.gov>, Sam Morseau <Sam.Morseau@pokagonband-nsn.gov>, Jody Osbon <jody.osbon@pokagonband-nsn.gov>

Mr. Winchester and all:

I want to thank you all for the information and resources you've already sent our way. I look forward to reviewing, educating myself, and reaching out to talk more with you about this interest and direction for Paw Paw Public Schools.

Because our mission is education, we are particularly interested in how the Land Acknowledgement initiative supports and increases the educational experiences of our students and their families, in addition to curriculum development for our students. I see this will then become a larger conversation as we take our next steps.

Again, thank you for the resources to get that conversation moving forward. I will be in touch in the next day or so with some questions and thoughts about next steps, and appreciate the questions and thoughts you all might have to help guide and/or inform that conversation.

Best,

Corey

[Quoted text hidden]



Corey Harbaugh <corey.harbaugh@ppps.org>

NAHF Grant from Paw Paw Public Schools

4 messages

Corey Harbaugh <corey.harbaugh@ppps.org>

Fri, Oct 2, 2020 at 8:54 AM

To: Marcus Winchester <Marcus.Winchester@pokagonband-nsn.gov>, Matthew Wesaw <matthew.wesaw@pokagonband-nsn.gov>

Cc: Rick Reo <rick.reo@ppps.org>

Mr. Winchester and Mr. Wesaw:

Some weeks ago I reached out to you to get access to materials that would help Paw Paw Public Schools consider how to appropriately, respectfully honor Native Americans as we retired the former nickname in our school district and became the Paw Paw Red Wolves. I received documents about Land Acknowledgements at that time from Mr. Winchester, and they have been very helpful.

Since that time I have worked with a committee at Paw Paw Public Schools to help lead the work of both eliminating any imagery or language associated with our old mascot from the campus, and transitioning our imagery and brand to that of the Red Wolves.

We are now ready to submit our grant to the Native American Heritage Fund requesting financial support for the work we've done and the work ahead, and I am now reaching back out to you to talk about an idea we have for the land acknowledgement language and other matters of shared interest in also transforming both the way we educate our students about historic and contemporary Native American lives, events, and experiences, and how establish the goal of the grant of mutual respect and cooperation.

I am wondering who from the Pokagon Band I should try to connect with, whether that be with personnel in education, art and culture, governmental officials, or elsewhere. If you can point me in the right direction, I would be grateful.

Thank you for the assistance you've already sent my way, and thank you in advance for your assistance in the days to come.

Best,

Corey

--

Corey L. Harbaugh, Director of Curriculum/Instruction and State/Federal Programs

Paw Paw Public Schools

119 Johnson Street

Paw Paw, MI 49079

Phone: (269) 415-5200

Fax: (269)415-5201

Matthew Wesaw <matthew.wesaw@pokagonband-nsn.gov>

Fri, Oct 2, 2020 at 4:25 PM

To: Corey Harbaugh <corey.harbaugh@ppps.org>, Marcus Winchester <Marcus.Winchester@pokagonband-nsn.gov>

Cc: Rick Reo <rick.reo@ppps.org>

Corey,

Thanks for reaching out. I am still supportive of Marcus Winchester as the point person on behalf of the Pokagon Band. If Marcus encounter issues that he feels need council input, he knows the process. Thanks again for your responsiveness in making these beneficial changes.

Migwétth Thank you,

Matthew Wesaw

Tribal Council Chairman
Tribal Council

(269) 462-4241 desk

(269) 462-5379 cell

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[Quoted text hidden]

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Thank you.

Marcus Winchester <Marcus.Winchester@pokagonband-nsn.gov>
To: Corey Harbaugh <corey.harbaugh@ppps.org>

Tue, Oct 6, 2020 at 1:05 PM

Hi Corey, I am happy to help. How do you want to proceed? I am usually available most days except Thursdays.

Migwétth Thank you,

Marcus Winchester

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From: Corey Harbaugh <corey.harbaugh@ppps.org>

Sent: Friday, October 2, 2020 8:55 AM

To: Marcus Winchester <Marcus.Winchester@PokagonBand-nsn.gov>; Matthew Wesaw <matthew.wesaw@pokagonband-nsn.gov>

Cc: Rick Reo <rick.reo@ppps.org>

Subject: NAHF Grant from Paw Paw Public Schools

Mr. Winchester and Mr. Wesaw:

[Quoted text hidden]

[Quoted text hidden]

Corey Harbaugh <corey.harbaugh@ppps.org>
To: Marcus Winchester <Marcus.Winchester@pokagonband-nsn.gov>

Tue, Oct 6, 2020 at 1:33 PM

Good afternoon. I think help in this case, at least at this point in time, is that we are communicating with you the plans we are making as we apply for NAHF support, but also to establish dialogue for ongoing collaboration around the projects we have in mind that deepen our connection with the Pokagon Band and serve the students of Paw Paw with a commitment to the mutual respect and cooperation the grant invites us to establish.

I think it might be helpful to have a letter of support that indicates interest from the Pokagon Band to also collaborate with Paw Paw Public Schools as move forward in our immediate project and ongoing collaboration on behalf of our shared interest in providing an environment, resources, and opportunities for students to learn about the historic and contemporary lives of Native Americans, with an emphasis on the local, and in that education learn to value and honor the connections between our shared past, present, and future. As I mentioned, and as one will see in our grant application, our project includes a public art project installed at our high school that includes a land acknowledgement; we intend for this to include specific mention of the history and contemporary sovereignty of the Pokagon Band.

I would be glad to share our grant application narrative with you and others at the Pokagon Band if you have an interest, and I would be glad to meet remotely or however you might prefer to engage in dialogue.

I am submitting our grant on Thursday, or Friday, and a letter would be a great benefit in our application, I think. I understand if that's not possible on less than a week's notice.

Thank you,

Corey

[Quoted text hidden]



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

Native American Heritage Fund Board 2020 Application for Funding
DUE: By 5:00 p.m., Friday, October 9, 2020

Applications can be made only by one of the following entities:

1. A public or private K-12 school, including charter schools. An accredited college or university that is located or based in the State of Michigan. The Board has determined that colleges and universities whose curriculum and presence in the state is wholly online and for-profit colleges and universities are not eligible applicants.
2. A "local unit of government" defined as a political subdivision of the State of Michigan, including a school district, a community college district, an intermediate school district, a city, a village, a township, a road commission, or a county, if the political subdivision has as its primary purpose the providing of local governmental services for residents in a geographically limited area of this State and has the power to act primarily on behalf of that area.
3. Non-profit organizations may apply for funds only if the project/purpose is being undertaken on behalf of a sponsoring K-12 school, college, university, or eligible local unit of government.

A) What is the name of entity making application and please provide information describing the geographic area or population served by the entity?

This grant application is submitted by Paw Paw Public Schools, a K-12 public school district in Paw Paw, Michigan. Our district enrolls approximately 2300 students, in East/Central Van Buren County, Michigan, a predominantly rural area that runs along Interstate I-94, 15 miles West of Kalamazoo with water, farms, and fields fed by the South branch of the Kalamazoo River, which flows into the large Maple Lake reservoir at the center of town. The Village of Paw Paw is within the traditional homelands of the Neshnabek, the true people, and a modern-day neighbor to the current home of the seat of government of the Pokagon Band of Potawatomi.

88% of the population in Paw Paw was identified as White in 2018, with the remaining 12% composed of individuals who were identified as Biracial, Hispanic, Asian, Native American, or Black/African-American. 27 students enrolled in the school district in Fall, 2020 were identified as Native American, with 13 students identified as members of the Pokagon Band of Potawatomi in February, 2020.



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NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

B) If the applicant is making application for a project in partnership with a local non-profit entity, please explain the connection between the eligible school/college, university, or local unit of government and the non-profit entity.

This grant application is being directly submitted by Paw Paw Public Schools.

PROPOSAL PROJECT NAME:

Renaming the Spirit of Paw Paw Public Schools.

K-12 SCHOOL:

Paw Paw Public Schools

CONTACT PERSON: Rick Reo, Superintendent of Schools

ADDRESS: 119 Johnson Road, Paw Paw, MI 49079

TELEPHONE: 269-415-5200

E-MAIL: rick.reo@ppps.org

TYPE OF REQUEST (Check all that apply to your project):

Replace or Revise School Mascot Replace or Revise Government Seal or Images in Public Space (i.e. murals; statues; etc.)

Curricula or Program Development Other Education Initiative
 Resolution of Inter-governmental/Community Conflict Involving Reservation Community or Native American Residents

Other



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

GENERAL OBJECTIVES OF THE APPLICANT:

In March, 2020, the Paw Paw Board of Education (BOE) supported the recommendation of Superintendent Rick Reo to formally retire the longstanding nickname of the school district along with all associated imagery, mascots, etc., at the end of the 2019-2020 school year. The action by the BOE followed several years of deep division and conflict in our community about our former nickname, with many community members, alumni, students, and others united around goal of maintaining the nickname in loud, often direct confrontation with the many community members, alumni, students, and others who united around the goal of changing the nickname.

Now that the change is made and we have taken many steps to both retire the former nickname and implement the new nickname (Red Wolves), we want to make sure we are thorough in our efforts to, in the language of this grant application: *Replace or revise mascots or imagery in public spaces that may be considered derogatory, inaccurate, or otherwise controversial representations of Native Americans or Native American culture and values.*

Additionally, our objective moving forward is to work closely with the Pokagon Band of Potawatomi *to promote mutual respect and cooperation*, including the goal of *adding curricula* and teaching and cultural resources and programming that *accurately present the history of Michigan Indian tribes and the role of Native Americans in Michigan history.*



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SUMMARIZE YOUR PROPOSAL OR COSTS FOR WHICH YOU SEEK REIMBURSEMENT:(In the space below, briefly summarize the proposed project or the initiative for which you seek reimbursement of past costs. Identify the problem or need to be addressed, the project's objectives and a proposed strategy for achieving the result).

TOTAL PROPOSAL SUMMARY: \$270,056.90

TOTAL PROJECT COST: \$ 377,641.06

AMOUNT REQUESTED FROM NATIVE AMERICAN HERITAGE FUND BOARD:
\$ 270,056.90

AMOUNT OF REQUEST IS WHAT % OF TOTAL COST PROJECT COST:
72%



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NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

(Attach list if necessary)

Please see attached Itemized Budget Spreadsheet (attached)



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

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NEEDS STATEMENT:

Define and document the situation or need that the applicant seeks to address through this request, or the actions the applicant has taken if this request seeks reimbursement of costs already incurred.

The decision to retire our former mascot was the right decision for Paw Paw Public Schools, but not a popular one with many community members, alumni, and students. Opponents of the decision raised questions about the school district taking on immediate costs to pay for the transition and what they claimed would be excessive and unnecessary expenses with limited District resources. During the decision-making process and after, Superintendent Reo and other school leaders received multiple emails and questions in both live and social media forums about where the extra funds were to come from, often with the threat that these funds would either take away from our primary mission of educating students, and make it hard for opponents of this decision to support future funding requests from the school. But the decision was made, again for the right reason, understanding that the costs would be a burden.

This application seeks financial support from the Native American Heritage Fund to lessen that burden, so that the expenses incurred and the expenses to come in our transition from our former nickname and identity to the new one can be done quickly, thoroughly, and successfully managed; we want our campus and community to make a successful, rapid transition to our new nickname so that any thought of changing it back, or sabotaging it, or creating further division and controversy by continuing to display the old nickname and associated imagery would fall immediately flat.

Since making the nickname change Paw Paw Public Schools has worked to eliminate any references to the old nickname and associated imagery anywhere on campus (with the exception of artifacts in display cases, old yearbooks, etc.). That has meant incurring costs for everything from replacing scoreboard panels, sanding out and/or painting over athletic and other campus surfaces, removing uniforms from athletic programs, removing and replacing signage, reworking District branding on everything from digital media to letterhead, etc. To help with design, messaging, branding, and coordination of this work, we hired a public relations and graphics design firm to ensure the high-quality, successful transition we believed was necessary for this change in our community and school district; the PR firm expense is the single largest expense of this entire project.

You will see on our attached spreadsheet that our grant application requests financial support for items that would not have been general fund expenses in a normal year, and we did include as our responsibility (District Match) expenses that would be a normal yearly expense. For instance, we normally spend approximately \$4000 each summer to refinish the floor in our middle school gymnasium; this year the cost was



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NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

nearly \$20,000 because of the need to sand out old lettering and imagery, and to design, apply, and finish an entirely new gym floor. Our grant application asks for the amount over our normal yearly expense. Another example is the cost of business-related paper products. Normally we spend \$10,000 for branded paper products, such as letterhead, envelopes, and other business documents, but this year the cost will be double that, because we will have to replace all of it and won't be starting with a surplus of materials. Our grant application requests half of that amount, assuming the other half would still be a yearly expense of Paw Paw Public Schools, and the other half would not have been an expense without the nickname change.

Our needs in this grant request allow us to assume more than 28% of the expenses related to this transition, or \$107,584.16 out of a total expense to Paw Paw Public Schools of \$377,641.06. This grant request is for the remaining \$270,056.90 of the cost to retire the old nickname and brand and successfully transition to the new.

Additionally, the project includes a request for \$5000 for support for a \$12,500 sculpture project for the front of our high school campus, which will include imagery associated with the natural landscape of Paw Paw, with Red Wolves integrated into that landscape, and a land acknowledgement to the Pokagon Band of Potawatomi, an educational statement and a statement of respect that honors the land and the Original Peoples of that land. The remaining \$7500 of the project, which includes landscaping work, lighting, commission, installation, etc., would be raised through other grants and foundation sources.

PROPOSED BENEFITS:

Describe the desired outcome of the grant. Describe how the use of funds you are seeking through this grant will be applied, or have been applied, to address one or more of the core purposes of the Michigan Native American Heritage Fund:

- Replace or revise mascots or imagery in public spaces that may be considered derogatory, inaccurate, or otherwise controversial representations of Native Americans or Native American culture and values.
- New or improved curricula that more accurately present the history of Michigan Indian tribes or the role of Native Americans in Michigan history.
- Other initiatives that promote mutual respect and cooperation between your local community and any nearby federally-recognized Indian tribe and/or the local Native American population.

Who is/are the target population(s) you seek to impact? What are the specific



outcomes you are seeking? How will those outcomes be measured?

The first, immediate population impacted by this project will be the stakeholders of Paw Paw Public Schools, especially our students who are at the center of our educational mission. The process of retiring our former nickname and adopting a new nickname included a 27-student task force who established the criteria for a successful change process, and these criteria are the specific outcomes of this project:

- **Eliminating Controversy in Paw Paw Public Schools**
 1. Changing the perception of internal stakeholders and external evaluators that Paw Paw has or permits a culturally/racially hostile environment.
 2. Eliminating the major conflicts and microaggressions that have been an outcome of the former nickname in the relationships of stakeholders.
 3. Providing a nickname that can be proudly shared, advertised, marketed, and displayed on and off campus in Paw Paw and beyond without the potential for controversy, division, or disrespect.
- **Expanding Unity across Paw Paw Public Schools**
 1. Creating a nickname and corresponding branding and imagery that can bring stakeholders together in shared pride and purpose.
 2. Sharing and displaying the new nickname at times and in places where stakeholders are gathered without the potential for controversy, division, or disrespect.
- **Expanding the Pride Students have in our District**
 1. Increasing and promoting the display of the new nickname and associated mascots/imagery through t-shirts, signage, documents, etc., that give students an identifiable brand for Paw Paw Public Schools they can be proud to display personally and in private and public spaces on and off campus.
 2. Partnering with a public relations firm to organize and target messaging that replaces the division and controversy of the former nickname with messages of shared pride.
- **Capturing the Spirit of Paw Paw in our new Nickname**
 1. The project includes a request for financial support for a sculpture project to be installed outside at the front of our high school. The sculpture would feature three red wolves integrated into a landscape native to Michigan, and also integrated into the work would be a land acknowledgement, a statement of both education and mutual respect and cooperation between Paw Paw Public Schools and the Pokagon Band of Potawatomi.
 2. As one of our students put it so eloquently in a statement quoted on MLive.com, featuring our change from our former nickname to Red Wolves:

Charlee Bowers, a senior set to graduate in 2021, said a version of "the Wolves" wasn't near the top of her list, but after further



reflection, she found the name a fitting one for Paw Paw. "I think this name suits our community," Bowers said. "Wolves run as a pack, where the alpha runs behind it. The alpha does not lead the pack, it rather runs behind, making sure not one pack member is left behind. The alpha puts itself in the most vulnerable position to protect the pack. I think this represents Paw Paw -- more specifically our school system. By making this change, our leaders stayed behind us students to make sure we were not left behind. They put themselves in a dangerous position for the betterment of the pack. I have close community members who did not stand by our administration or their decision to find a new comfort in the nickname Red Wolves. Our new nickname shows us as a fierce and strong group. It shows us as a tight community. We may have our own lone wolves, but together, we are a strong pack. We have acquired a new, unique and inclusive nickname that will last us for the next 100 years."

- **Establishing an Identity that is Unique to Paw Paw**

This project requests funds that will help us transition and transform our District and campus into our new identity as Red Wolves. When this new name was selected, there was a great deal of excitement that Paw Paw Public Schools would be the first school district in Michigan with Red Wolves as the nickname. Additionally, there was excitement that our new nickname emphasized unity and care for one another in the choice of wolves, and all over our district where once there was division and conflict, there is now language about joining the pack and the strength of belonging to one another.

Beyond students, this project will impact our entire community for whom the public school system is a source of pride and identity, and also visitors to our school district who will see that Paw Paw Public Schools has actively and thoroughly transformed the District from one identified by a former nickname that was considered derogatory, inaccurate, and controversial, to a nickname that is inclusive, respectful, and appropriate for carrying out the mission of Paw Paw Public Schools. From our branding, to our messages of unity, to our public statement of mutual respect and cooperation through the Spirit of Paw Paw project, the way in which we behave in accordance with our mission, represented in our branding, in our programming, and in our treatment of others, will have the greatest impact.

The work to measure these outcomes is complicated because of the COVID-19 crisis and all the ways school looks and feels different for stakeholders than it ever has. Our intended outcomes for this project are relational, emotional, and behavioral, and at this time our community is challenged in all three of these areas due to changes in education required by the pandemic. Last year we measured



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student attitudes about school through the MiBLISI Culture and Climate Survey, and we will measure them again with the same instrument, looking for growth in student perceptions about the warmth and inclusivity of our campus, with reductions in perceptions that our school is not a warm and caring community for students.

Additionally, Paw Paw Public Schools has committed to Cultural Sensitivity Training for all teachers, with an emphasis on recognizing and eliminating overt behaviors and microaggressions that lead to hostility between stakeholders. All teachers were trained in August, 2020, and the work will continue all school year. We expect these measures to also increase and improve the perception data we measure on the Culture and Climate Survey.

Describe how you have sought input from or collaborated with the federally-recognized Indian tribe's government and/or Reservation community, or the local Native American population, in developing your project proposal.

Since the March decision to retire the former nickname, Paw Paw Public Schools has consulted multiple times with both the Pokagon Band of Potawatomi, chiefly former Education Director Sam Morseau, and then later Marcus Winchester for materials related to land acknowledgements. Additionally, Corey Harbaugh, Director of Curriculum & Instruction, who was tasked with leading the District through the change of nicknames, consulted multiple times with Melissa Kiesewetter, Tribal Liaison and Native American Specialist from the Michigan Department of Civil Rights, to both inform the process and the needs of this project, and to also establish and/or strengthen ties to the goals of this project for increased mutual respect and cooperation between Paw Paw Public Schools and our local Pokagon Band and other bands across Michigan. Ms. Kiesewetter and Mr. Morseau attended the first meeting of the 27-student task force to collaborate and to educate students on the task force about Native American history in Michigan, and the contemporary sovereignty and geography of Michigan tribes.

Provide any documentation verifying that the federally-recognized Indian tribe(s) and/or representatives of the local Native American population support project.

- See attachment: email from Marcus Winchester
- Attach article from On the Ground Battle Creek



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TIMETABLE:

Describe the sequence of activities needed to accomplish the program's objective. (Include a time-line if appropriate.) When will the project begin and when will the project be completed?

March 9, 2020: Board action to approve recommendation from Superintendent Reo to retire the former nickname at the end of the 2019-2020 school year. (NOTE: March 12, 2020: Paw Paw Public Schools cancels school for students and staff due to illness, begins mandated period of closure due to COVID-19 the next day.)

March-July, 2020: Formation and Implementation of Student Task Force to choose new nickname and branding for Paw Paw Public Schools. Recommendation to Board of Education that District adopt Red Wolves as new nickname at July, 2020 meeting. District-level leadership by Corey Harbaugh; building-level leadership by Michelle Wistinghausen and Tracy Derhammer.

March-August, 2020: Work across campus led by Facilities Director Don Dean to identify and remove all lettering and imagery associated with the former nickname prior to the beginning of 2020-21 school year, including signage, gym and facility renovation and redecoration.

July, 2020-Ongoing: Work with StudioOne Creative and a small committee/focus group to begin design and implementation of new imagery and branding, building connection and identification with the Red Wolves brand.

August, 2020-Ongoing: Work to identify and redecorate or replace uniforms, equipment, and other materials associated with the former nickname and imagery. Work to train teachers in Culturally Sensitive Teaching. Work to plan for integration of public art and educational materials that incorporate new imagery and land acknowledgement, and curricula that increases teaching and learning opportunities for students in historic and contemporary Native American life, with an emphasis on mutual cooperation and respect for our connections to the Pokagon Band of Potawatomi, the other Tribes of Michigan, and beyond.

Beginning of 2021-22 School Year: Transition complete/end of project implementation. Curriculum integration begins.



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ALTERNATIVE/ FUTURE FUNDING:

If the Native American Heritage Fund Board only partially funds your request or you do not receive sufficient funds from other sources, what alternative plan will you follow? If the success of your project requires future or ongoing funding, describe what steps you are taking to ensure that your initiative will be funded in the future?

Because we had to start this project without knowing if funds would be available from the Native American Heritage Fund, we had to think through this very question already and answer it for our community in a FAQ document that was made available in Spring, 2020. This is how the question was answered at that time:

Funds will come from a variety of sources. Some of the cost of making the change will be paid for out of normal operational expenses of the District general fund. Every year the District pays for labor and materials for renovations to gym floors, fields, and other playing surfaces, and this year those costs will include removing the nickname and associated imagery.

Every year the District orders materials with Paw Paw logos and pays for it out of the general fund. But generally, the transition to using the four-square PPS logo happened several years ago, and there won't be much cost (if any) to updating materials we already purchase in the course of operating the District.

There are still some athletic uniforms that have the nickname, and those will be replaced, though for several years when uniforms and equipment was purchased, the uniforms were ordered to just say Paw Paw on them, or PP, and will not need to be replaced, as we are keeping the same school colors.

Funds for uniforms/equipment that will need to be purchased will come from the regular Athletic Department budget which includes funds for this purpose every year. In short, the normal cost of operating the school district already provides a significant amount of the funds through the general fund and athletic department budgets that will be used during the transition.

There will of course be additional costs that come from work and materials to paint a new nickname on a gym floor, or to add imagery to playing fields, etc., or to purchase uniforms, equipment, or materials beyond the normal annual general fund budget. To provide for these expenses, the District is applying for a grant through the Native American Heritage Fund (NAHF), a foundation that supports schools making a change such as this one. While we can't know for sure that the foundation will support our request, we have already been contacted by the NAHF encouraging us to apply for the grant. In recent years the NAHF has provided significant financial support to school districts making this transition. If we do not receive funds from NAHF, the costs for this transition will all be paid for by the District.

In the months since generating this response, we have also looked at alternative funding sources, such as outside grants, to help pay for components of our project like



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the *Spirit of Paw Paw* sculpture. Beyond District general funds and expenses already included in our budget, we will continue to explore grant opportunities to help support our work and the vision that inspires it.

PROPOSED BUDGET:

Present (or attach if needed) a line item estimate of project costs and revenue.

Please see attached.

Signature of Applicant's Authorized Representative:



Print Name: Rick Rco

Title: Superintendent

Native American Heritage Fund Grant Itemized Budget from Paw Paw Public Schools

Item	Vendor	District Match	Request from NAHF	Notes
Score Board Replacement Plaques	The Sign Shop		\$1,725.00	Pull Check 9/10/2020 40653
Gym Floor MS	Floor Care Concepts	\$4,000.00	\$15,997.40	Paid
Gym Floor HS-Remove Redskin	Floor Care Concepts	\$8,000.00	\$5,937.78	Paid
Gym Floor HS 2021 Summer New Logo	Floor Care Concepts	\$8,000.00	\$18,741.72	2021-2022
Wrestling Mat-HS-(2)	Dollamur / Resilite		\$12,580.00	
Letterhead, Business Envelopes, Business Card	Ecommerce Printing	\$10,000.00	\$10,000.00	
Uniform Replacement-MS Football	T-Shirt Printing Plus		\$6,150.00	
Consulting Firm	Studio One Creative		\$60,000.00	
Redskin Spirit Wear (Retirement)	Athletic Boosters	\$809.00	\$0.00	
Football Helmet Logo	Healy Awards		\$560.00	
Nylon Hallway Banners with Red Wolf Imagery	Gaskus Photo	\$240.00		
High School Community Support Wall	Fast Signs		\$5,500.00	
District Wide T-Shirts	Full Service Promotional, LLC		\$10,914.00	Paid
Menu Boards-Concession	Looksharp		\$961.00	
Football Tunnel Replacement	Inflatable Design Group		\$3,500.00	
Replace Football Trailer Wrap	The Sign Shop		\$4,650.00	Pull Check 9/25/19 40642
Replace Band Trailer Wrap	The Sign Shop		\$4,650.00	
Paw Paw Red Wolf Mascot Costume	Studio One Creative	\$2,500.00	\$2,500.00	
High School Environmental Graphics	Studio One Creative			
Install Replacement Signage at PPEE	The Sign Shop	\$2,500.00	\$7,500.00	
Install Replacement Signage at PPLE	The Sign Shop	\$2,500.00	\$7,500.00	
Install Replacement Signage at PPMs	The Sign Shop	\$2,500.00	\$7,500.00	
Install Replacement Signage at CS/Aspire School	The Sign Shop	\$2,500.00	\$7,500.00	
Install Replacement Signage/Athletic Boosters	The Sign Shop		\$2,775.00	
Interior Digital Signage at PPHS	REMC Pricing Guide	\$2,500.00	\$1,000.00	
Arch at Falan Field	Look Sharp	\$265.00		
Project Management Time (Rick Rao)	80 hours of professional time	\$4,614.00		
Task Force Time (Corey Harbaugh)	80 hours of professional time	\$3,615.00		
Task Force Time (Tracy Derhammer)	40 hours of professional time	\$1,446.00		
Task Force Time (Michelle Wisinghausen)	40 hours of professional time	\$1,446.00		
Maintenance Time (Don Dean)	80 hours of professional time	\$2,137.00		
Task Force Plaques	Successories	\$587.16	\$0.00	
Cheerleading Warmus Ups	T-Shirt Printing Plus		\$2,500.00	
Wrestling Singlets	T-Shirt Printing Plus		\$2,000.00	
Spirit of Paw Paw Sculpture & Land Acknowledgement	Sculptor Joe Butts	\$2,500.00	\$5,000.00	plus up to an additional \$5000 grant funds from HS Art/Foundation
Backdrop, Table Cloth, Athletic Metals, & Embroidered Patches	US Awards	\$1,025.00	\$1,615.00	
Red Wolf Branding of HS Main Entrance	Aglo Imaging	\$3,500.00	\$20,800.00	
Red Wolf Branding for HS Gym, Trophy Wall, & Concessions	Aglo Imaging	\$40,400.00	\$40,000.00	
		\$107,584.16	\$270,056.90	



Pokégnek Bodéwadmik

POKAGON BAND OF POTAWATOMI
LANGUAGE & CULTURE

WHAT ARE LAND ACKNOWLEDGEMENTS?

A Land Acknowledgement or Land Recognition is a formal statement, often given orally at the beginning of organized events, celebrations, or activities. It recognizes, respects, and affirms that there is an irreducible and ongoing relationship between Indigenous people and the Land. Land Acknowledgements are especially important in contemporary nation-states, like the US and Canada, in which the political structures are based on settler-colonialism and the expropriation of Lands from Indigenous peoples. Land Acknowledgements or Land Recognitions serve to illuminate ongoing Indigenous presence, as well as recognize and counter settler-colonial legacies of violence and Land expropriation.

LAND ACKNOWLEDGEMENTS ARE A RESPONSIBILITY

We respect the desire to recognize the ancestral, traditional, and contemporary stewards of the Land. However, we ask that when offering a Land Acknowledgement, remember that these Acknowledgements must be preceded by relationships with living Indigenous people, communities, and nations. This declaration must then be followed with ongoing commitments to these same communities. Land Acknowledgements are a responsibility.

PROVISIONAL LAND ACKNOWLEDGEMENT (GENERAL)

The following paragraph is intended to be read at the beginning of formal events or published in printed material.

We recognize, support, and advocate for the sovereignty of **[name of state]**'s **[number of tribes]** federally-recognized Indian nations, for historic Indigenous communities in **[name of state]**, for Indigenous individuals and communities who live here now, and for those who were forcibly removed from their Homelands. By offering this Land Acknowledgement, we affirm Indigenous sovereignty and will work to hold **[name of institution]** more accountable to the needs of American Indian and Indigenous peoples. We are committed to bringing Native American voices to the forefront. As part of an ongoing effort to celebrate and tell the histories and contemporary experiences of Native American people, we also recognize the Native American presence on the land where our building is located. **[Name of institution]** recognizes and is grateful for the Original Peoples who laid the foundation for the **[Town of, city of]**, and for the diverse Indigenous nations that reside in **[name of town or city]** today.



PROVISIONAL LAND ACKNOWLEDGEMENT FOR MICHIGAN INSTITUTIONS AND LOCATIONS

– The following paragraph is intended to be read at the beginning of formal events or published in printed material and is specific to Michigan institutions.

We collectively acknowledge that **[name of institution]** occupies the ancestral, traditional, and contemporary Lands of the Anishinaabek – Three Fires Confederacy of Ojibwe, Odawa, and Potawatomi peoples*. More specifically we acknowledge that **[name of institution]** resides within the traditional homelands of many Indigenous nations:

Mascouten (Mascoutin, Mathkoutench, Muscoden, Musketoon)

Kiash Matchitiwuk (Menominee)

Meshkwahkiha (Meskwaki)

Asâkiwaki (Sauk)

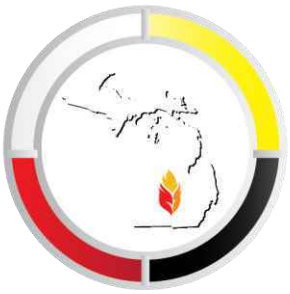
Myaamiaki (Miami), Waayaahatanwaki (Wea), and Peeyankihšiaki (Piankashaw)

Kiikaapoi (Kickapoo)

Anishinaabeg (Ojibwe), Odawak (Odawa), and Bodéwadmik (Potawatomi)*

We recognize, support, and advocate for the sovereignty of Michigan’s twelve federally-recognized Indian nations, for historic Indigenous communities in Michigan, for Indigenous individuals and communities who live here now, and for those who were forcibly removed from their Homelands. By offering this Land Acknowledgement, we affirm Indigenous sovereignty and will work to hold **[name of institution]** more accountable to the needs of American Indian and Indigenous peoples. We are committed to bringing Native American voices to the forefront. As part of an ongoing effort to celebrate and tell the histories and contemporary experiences of Native American people, we also recognize the Native American presence on the land where our building is located.

*These specific statements may change depending on the location of your institution. Please do your research when acknowledging ancestral homelands.



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Native American Heritage Fund Board
2020 Application for Funding
DUE: By 5:00 p.m., Friday, October 9, 2020

Applications can be made only by one of the following entities:

1. A public or private K-12 school, including charter schools. An accredited college or university that is located or based in the State of Michigan. The Board has determined that colleges and universities whose curriculum and presence in the state is wholly online and for-profit colleges and universities are not eligible applicants.
2. A “local unit of government” defined as a political subdivision of the State of Michigan, including a school district, a community college district, an intermediate school district, a city, a village, a township, a road commission, or a county, if the political subdivision has as its primary purpose the providing of local governmental services for residents in a geographically limited area of this State and has the power to act primarily on behalf of that area.
3. Non-profit organizations may apply for funds only if the project/purpose is being undertaken on behalf of a sponsoring K-12 school, college, university, or eligible local unit of government.

A) What is the name of entity making application and please provide information describing the geographic area or population served by the entity?

[The Public Schools of Petoskey \(PSP\) is located in the northern lower peninsula of Michigan. PSP provides education to students in the region, including citizens of the Little Traverse Bay Bands of Odawa Indians \(LTBB\).](#)

B) If the applicant is making application for a project in partnership with a local non-profit entity, please explain the connection between the eligible school/college, university, or local unit of government and the non-profit entity.

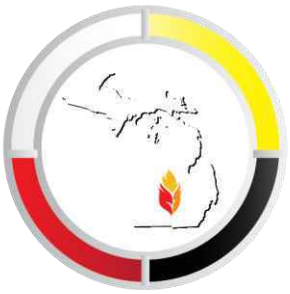
[Not applicable.](#)

PROPOSAL PROJECT NAME:

[Public Schools of Petoskey - School Logo Removal](#)

DATE OF APPLICATION:

[October 9, 2020](#)



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K-12 SCHOOL, COLLEGE, UNIVERSITY, OR LOCAL UNIT OF GOVERNMENT:

[Public Schools of Petoskey](#)

CONTACT PERSON:

[Branden Wheeler, Director of Finance](#)

ADDRESS: [1130 Howard St, Petoskey, MI 49770](#)

TELEPHONE:

[\(231\) 348-2348](#)

E-MAIL:

wheeler.bm.m@northmen.org

TYPE OF REQUEST (Check all that apply to your project):

Replace or Revise School Mascot Replace or Revise Government Seal or Images
in Public Space (i.e. murals; statues; etc.)

Curricula or Program Development Other Education Initiative

Resolution of Inter-governmental/Community Conflict Involving Reservation
Community or Native American Residents

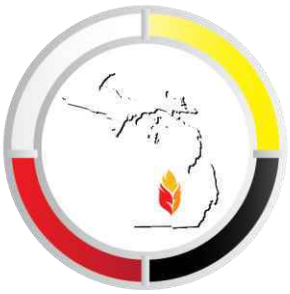
Other

GENERAL OBJECTIVES OF THE APPLICANT:

[To remove the Native American logo on all building fixtures, merchandise, and equipment
across the entire school district and community.](#)

SUMMARIZE YOUR PROPOSAL OR COSTS FOR WHICH YOU SEEK
REIMBURSEMENT:

(In the space below, briefly summarize the proposed project or the initiative for which you seek reimbursement of past costs. Identify the problem or need to be addressed, the project's objectives and a proposed strategy for achieving the result).



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TOTAL PROPOSAL SUMMARY:

We have compiled an inventory of all Native American logos across the district. Merchandise depicting the logo is relatively inexpensive to remove; however, some building fixtures and equipment are more costly. These items include:

1. High School Gymnasium floor: A Native American logo is on display at the center of the court. This space hosts most indoor athletic and community events at the High School. The flooring will need to be stripped, and repainted.
2. Petoskey Band Trailers: The Native American logo is prominent on most of the band's trailers. The band travels across the country for events and competitions, and is well respected in the community. The vinyl logo on the trailers will need to be removed and sanded to remove any outlining traces of the logo.
3. Petoskey Band Equipment & Uniforms: The Native American logo is prominent on all of the band members' uniforms and color-guard flags.
4. Custodial & Maintenance Uniforms: A Native American logo is displayed on all custodian uniforms. Our custodial staff are in front of students and staff on a daily basis. These uniforms will need to be replaced with proper uniforms.
5. Signage: A Native American logo is on the center of all full-value-agreement posters located throughout the district. These posters can be found in most classrooms and common spaces.
6. Petoskey Ice Rink: A Native American logo is prominent in the ice at the Petoskey Ice Rink. We will need to resurface the ice with a new logo.

In this grant request, the Public Schools of Petoskey is asking for help funding items 1-3 above.

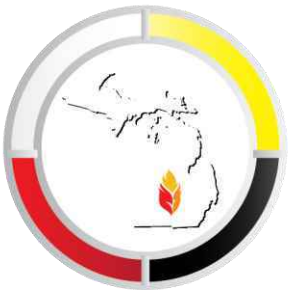
TOTAL PROJECT COST: **\$67,705.15**

AMOUNT REQUESTED FROM NATIVE AMERICAN HERITAGE FUND BOARD: **\$58,665.15**

AMOUNT OF REQUEST IS WHAT % OF TOTAL COST PROJECT COST: **87%**

OTHER ENTITIES FUNDING PROJECT:

Public Schools of Petoskey

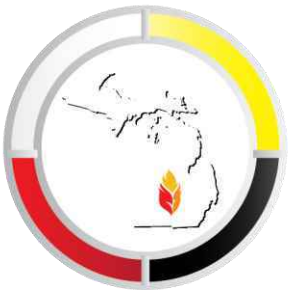


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(Attach list if necessary)



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NEEDS STATEMENT:

Define and document the situation or need that the applicant seeks to address through this request, or the actions the applicant has taken if this request seeks reimbursement of costs already incurred.

The District is in a distressed financial situation because of the impact COVID-19 has had on the State of Michigan's School Aid Fund. These funds account for 80% of the District's revenue.

With the help of the Native American Heritage Fund and re-allocating some of the District's capital project funds, we hope to completely remove the logo from the District as quickly, and smoothly as possible.

PROPOSED BENEFITS:

Describe the desired outcome of the grant. Describe how the use of funds you are seeking through this grant will be applied, or have been applied, to address one or more of the core purposes of the Michigan Native American Heritage Fund:

- Replace or revise mascots or imagery in public spaces that may be considered derogatory, inaccurate, or otherwise controversial representations of Native Americans or Native American culture and values.
- New or improved curricula that more accurately present the history of Michigan Indian tribes or the role of Native Americans in Michigan history.
- Other initiatives that promote mutual respect and cooperation between your local community and any nearby federally-recognized Indian tribe and/or the local Native American population.

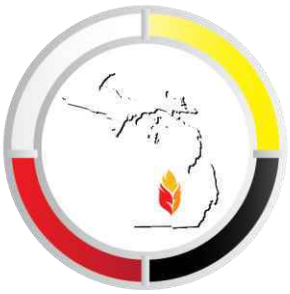
Who is/are the target population(s) you seek to impact? What are the specific outcomes you are seeking? How will those outcomes be measured?

Describe how you have sought input from or collaborated with the federally-recognized Indian tribe's government and/or Reservation community, or the local Native American population, in developing your project proposal.

Provide any documentation verifying that the federally-recognized Indian tribe(s) and/or representatives of the local Native American population support project.

Our desired outcome of the grant is to completely remove the Native American imagery from our District's grounds.

We sought the opinion of the local Little Traverse Bay Band of Odawa Indians (LTBB), and through a series meetings between District leaders and LTBB leaders, we collectively decided that the Native American imagery be removed from the District. During the August 2020 Petoskey School's Board Meeting, the Board formally approved a resolution to remove the imagery.



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TIMETABLE:

Describe the sequence of activities needed to accomplish the program's objective. (Include a time-line if appropriate.) When will the project begin and when will the project be completed?

The sequence of activities to accomplish our objectives are as follows:

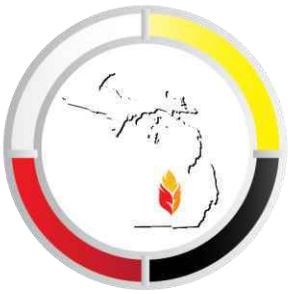
1. August 2020: Tour the school facilities and identify all Native American imagery.
2. September 2020: Solicit quotations for the cost of removing the imagery from school buildings and equipment.
3. September 2020: Compile a budget to remove the imagery.
4. October 2020: Identify funding sources to remove the imagery.
5. November 2020 - June 2021: Contract with vendors to begin removal of imagery from fixtures and equipment.
6. November 2020 - August 2021: Assess progress with removal of imagery and plan further efforts as necessary.
7. Periodically report progress to the District Board of Education (which includes a tribal member of the LTBB).

ALTERNATIVE/ FUTURE FUNDING:

If the Native American Heritage Fund Board only partially funds your request or you do not receive sufficient funds from other sources, what alternative plan will you follow? If the success of your project require future or ongoing funding, describe what steps you are taking to ensure that your initiative will be funded in the future?

If the request is partially funded, the District will need to adjust the time line noted above. The school would have to analyze the capital project plan and funding to identify any resources that could be reallocated to the planned imagery removal projects.

Portions of the project will require on-going funding related to maintenance; however, these maintenance funds are part of the District's normal operating expenditures and we do not anticipate the need for further funding from NAHF.



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

PROPOSED BUDGET:

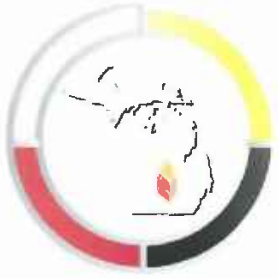
Present (or attach if needed) a line item estimate of project costs and revenue.

Item Description	Estimated Cost	Source of Revenue
Basketball Court Resurfacing	\$30,000	NAHF
Band Raincoats	\$18,732.30	NAHF
Ice Rink Resurfacing	\$5,000	Petoskey Schools
Band Garment Bags	\$4,607.85	NAHF
Band Colorguard Flags	\$4,375	NAHF
Band Trailers Logo Removal	\$950	NAHF
Maintenance Uniforms	\$540	Petoskey Schools
Signage	\$500	Petoskey Schools
TOTAL	\$64,705.15	

Signature of Applicant's Authorized Representative:

Print Name: **Branden Wheeler**

Title: **Director of Finance**



N.A.H.F.

NATIVE AMERICAN HERITAGE FUND

315 West Green Street, Marshall, MI 49068

PROPOSED BUDGET:

Present (or attach if needed) a line item estimate of project costs and revenue.

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Signage	\$500	Petoskey Schools
TOTAL	\$64,705.15	

Signature of Applicant's Authorized Representative:

Branden Wheeler

Print Name: Branden Wheeler

Title: Director of Finance



October 14, 2020

Native American Heritage Fund
315 West Green Street
Marshall, MI 49068

To the Fund Board:

Thank you for considering this joint proposal submitted by Saginaw Chippewa Tribal College in partnership with Michigan College Access Network. We have been furiously working on the College Completion Corps for the last two years and are excited to launch it at the end of 2020. We have had success by placing AmeriCorps members in high schools to serve as college advisors. To build off from our learnings from that program, it seems like the obvious next step to continue to help students once they get to college where completion rates are abysmal.

To celebrate our 10th birthday this year, we went through a rebranding process that led us to elevate our work with, commitment to and focus on equity. Where we have fallen short in that core value over the last decade has been in prioritizing Native American students. Realizing this mistake, we sought out new partnerships with Michigan's tribal colleges to serve in our inaugural group of host campuses for this program. I am thrilled that Keweenaw Bay Ojibwa Community College and Saginaw Chippewa Tribal College have taken us up on our offer. I'm also grateful Saginaw Chippewa Tribal College has agreed to serve as the fiscal sponsor on this grant per the application requirements.

Finally, I want to apologize for submitting the application a few days late. We are still working virtually due to COVID-19 and have been absolutely deluged by challenges and opportunities in our network to support K-12 schools, community-based organizations and higher education institutions. We have not quite gotten all of our systems of communication and project management to translate into our new remote operations. I hope you will forgive me this oversight and support this innovative effort.

Should you require any other information, please don't hesitate to reach out to me.

A handwritten signature in blue ink that reads 'Ryan Fewins-Bliss'.

Ryan Fewins-Bliss
Executive Director
517-898-6353 cell
ryan@micollegeaccess.org

A) What is the name of entity making application and please provide information describing the geographic area or population served by the entity?

Saginaw Chippewa Tribal College

B) If the applicant is making application for a project in partnership with a local non-profit entity, please explain the connection between the eligible school/college, university, or local unit of government and the non-profit entity.

Michigan College Access Network (MCAN), a statewide 501(c)3 nonprofit located in Lansing is the host of the College Completion Corps program and is working in partnership with both the Saginaw Chippewa Tribal College (SCTC) and the Keweenaw Bay Ojibwa Community College (KBOCC) to place a college completion coach on each campus. Each college applied to MCAN to participate in the program, and each has a signed memorandum of agreement with the organization.

PROPOSAL PROJECT NAME: College Completion Corps

DATE OF APPLICATION: October 14, 2020

K-12 SCHOOL, COLLEGE, UNIVERSITY, OR LOCAL UNIT OF GOVERNMENT: College

CONTACT PERSON: Ryan Fewins-Bliss

ADDRESS: 200 N. Washington Sq, Suite 420, Lansing, MI 48933

TELEPHONE: 517-316-1713

E-MAIL: ryan@micollegeaccess.org

TYPE OF REQUEST (Check all that apply to your project):

- Replace or Revise School Mascot
- Replace or Revise Government Seal or Images in Public Space (i.e. murals; statues; etc.)
- Curricula or Program Development
- Other Education Initiative
- Resolution of Inter-governmental/Community Conflict Involving Reservation Community or Native American Residents

GENERAL OBJECTIVES OF THE APPLICANT: Increase postsecondary certificate and degree completion of students enrolled at tribal colleges.

SUMMARIZE YOUR PROPOSAL OR COSTS FOR WHICH YOU SEEK REIMBURSEMENT:

Michigan has a college access and success problem. Too few students in the state graduate high school, enter college and complete a certificate or degree. While many students enroll in college, most don't successfully finish with a credential. These students who stop out often end up with student debt and an inability to pay off that debt. These data are even worse for students of color, low-income students and first-generation college-going students. Overall, Michigan's Native American population holds degrees and certificates at half the rate of the population as a whole.

This proposal is to place one college completion coach on the campus of KBOCC and SCTC each year for three years. The coaches will be recruited and placed together with leadership from each institution, and it is our intention that the coach is representative of the community and the students they will serve. In partnership with MCAN, Keweenaw Bay Ojibwa Community College and Saginaw Chippewa Tribal College will assign enrolled students to a completion coach who will work with each student to meet these objectives: create and implement a success plan, persist in an academic program and complete. "Completion" includes earning a postsecondary certificate, earning an associate degree or transferring to a four-year institution to finish an academic program.

Coaches will utilize multiple strategies to achieve these results. Coaches will build and maintain meaningful relationships with students; monitor student alert systems; collect and act on key student data; meet one-on-one with students; form study groups and academic supports; foster campus and community involvement; orient students to campus; provide virtual support through email, telephone and text; and advocate for students within the institution. MCAN will work with partner institutions to transition all of these activities to a virtual setting so that students still receive high quality coaching services, regardless of whether the institution is operating virtually or has brought students back to campus in-person.

TOTAL PROPOSAL SUMMARY:

The budgets presented in this proposal are specific to the cost of one college completion coach on each campus (2) for 3 years. The entire program is hosting 20 coaches on 17 campuses across the state and has a budget of more than \$2.5 million. More details can be provided upon request.

TOTAL PROJECT COST: \$250,302

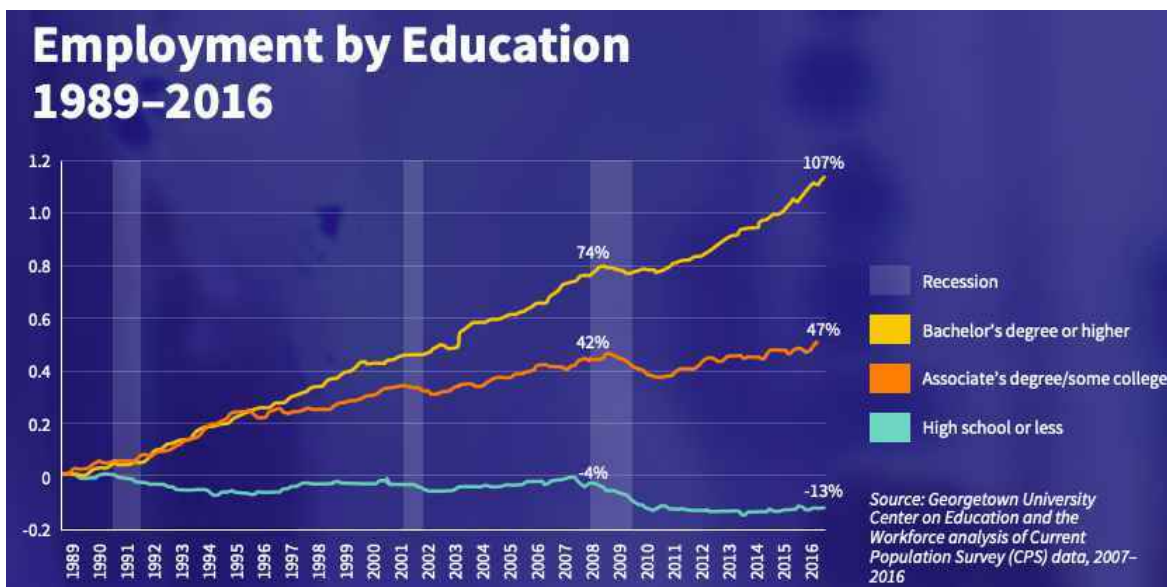
AMOUNT REQUESTED FROM NATIVE AMERICAN HERITAGE FUND BOARD: \$125,000.

AMOUNT OF REQUEST IS WHAT % OF TOTAL COST PROJECT COST: 50%

OTHER ENTITIES FUNDING PROJECT: State of Michigan, Michigan Community Service Commission/AmeriCorps, Kresge Foundation, Ballmer Group, and FCA Foundation.

NEEDS STATEMENT:

The economy requires more and more Michigan residents to hold a postsecondary certificate or degree in order to be successful in the workforce and achieve economic independence. By this year, it was estimated that 70% of new jobs in Michigan would require postsecondary education. In the latest Michigan “hot job” report – high growth, high wage jobs through 2028 – 43 of the 50 jobs require formal learning past high school and 36 of the 50 require a bachelor’s degree. The charts below underscore the critical need for Michigan residents to have postsecondary education. The second chart shows post-recession job recovery. MCAN expects the same result in the post-COVID economic recovery, if not an even more dramatic version.





The data on Native American achievement in Michigan higher education, a system created for the success of white students and the perpetuation of white supremacy, is daunting. The system is getting the results it was designed to get – fewer Native American students enrolling, persisting and ultimately earning a certificate or degree compared to all students and especially compared to white students specifically. Frustratingly, these colleges and universities sit on land that was stewarded for generations by the very native people prevented from accessing their resources.

Using the high school class of 2013, the most recent class in which we can look at college completion after 6 years (the standard measure for a 4-year degree), it is clear we have to do better by our Native American students.

College Enrollment*

All Michigan Students	69.5%
Native American Students	56.2%

College Persistence**

All Michigan Students	37.4%
Native American Students	26.8%

College Completion***

All Michigan Students	39%
Native American Students	27.1%

Postsecondary Attainment (2018)****

All Michigan Residents	44.5%
Native American Residents	22.8%

*Percentage of high school graduates enrolling in college within 12 months.

**Percentage of high school graduates completing 24 credits within 16 months of enrollment.

***Percentage of high school graduates completing a certificate or degree within 6 years.

****Percentage of Michigan residents holding a certificate or degree.

Regarding the college completion data, you can see that there is a 12-point difference between Native students and all students. This is unacceptable in itself, but what is hidden by

the percentages is the fact that the 27.1% equates to merely 226 students and the 39% equates to 40,640 students. Less than .01% of all 2013 Michigan high school graduates who completed college within 6 years were Native American.

Within that same 6-year period, almost 32% of all Native American high school graduates that enrolled in college had stopped out without completing and more than 29% never enrolled to begin with. MCAN is incredibly honored to have chosen two of Michigan's tribal colleges to serve as part of the 17 inaugural campuses launching the College Completion Corps.

It takes significant resources for the largest institutions in the state to successfully complete students. Due to the smaller number of students in Michigan's tribal colleges, having the necessary resources to successfully graduate students is difficult. This includes resources to participate in the College Completion Corps, which requires a cost share by the institutions to participate. Funding from the Native American Heritage Fund will ensure that tribal colleges are not priced out of the program. MCAN has made a commitment to securing external funding to guarantee their participation.

PROPOSED BENEFITS:

For a detailed description of proposed outcomes, please see the attached logic model for the program – written to include all 20 college coaches and 17 host campuses.

Mutual respect cannot happen until both parties are on equitable footing. Without equity, we create and perpetuate oppression. This program helps work toward equity in higher education. The College Completion Corps will help ensure Native people can complete college with a credential that will help them gain employment, receive higher wages and achieve economic independence.

Just as Native Americans have been shut out of college for too long, tribal colleges have also not received the attention, respect and inclusion that they deserve as peer institutions of higher education. This program will promote mutual respect and cooperation between Michigan's higher education community and our critical tribal colleges.

Impact will be measured through a data collection and management system where coaches will provide information in regular intervals. Ultimately, we are looking for more students enrolled in tribal colleges to retain, persist and complete a college education. The intervention will be co-designed by the leadership of each tribal college, and supervision of each coach will also be led by the campuses, ensuring that the activities are appropriate and relevant for the students being served. This cannot and will not be another opportunity for white people in Lansing to tell Native people how best to serve their community.

TIMETABLE:

September 2020	Host Campuses Selected
October 2020	College Coach Candidate Recruitment
November 2020	College Coaches Selected by Campuses and MCAN
December 2020	College Coach Training and Campus Orientation
January 2021	College Coach Service Begins on Campus – Winter Semester
Summer 2021	Support for Newly-Accepted Students & Retention of Current Students
September 2021	College Coach Service Continues – Fall Semester
October 2021	College Coach Candidate Recruitment or Coach Renewal – Year 2
November 2021	College Coaches Selected by Campuses and MCAN – Year 2
December 2021	College Coach Training and Campus Orientation – Year 2
January 2022	College Coach Service Begins/Continues on Campus – Winter Semester
Summer 2022	Support for Newly-Accepted Students & Retention of Current Students
September 2022	College Coach Service Continues – Fall Semester
October 2022	College Coach Candidate Recruitment or Coach Renewal – Year 3
November 2022	College Coaches Selected by Campuses and MCAN – Year 3
December 2022	College Coach Training and Campus Orientation – Year 3
January 2023	College Coach Service Begins/Continues on Campus – Winter Semester
Summer 2023	Support for Newly-Accepted Students & Retention of Current Students
September 2023	College Coach Service Continues – Fall Semester
Fall 2023	AmeriCorps Grant Renewal and Host Campus Renewal for Years 4-6

ALTERNATIVE/ FUTURE FUNDING:

Funding from the Native American Heritage Fund will secure this program for three years. The two tribal colleges are the only institutions to whom MCAN has made a commitment to participate, regardless of their ability to contribute to the required cost share. We must find other sources of funding to ensure their inclusion. Overall, MCAN has designed a program model that draws stable funding from multiple sources, helping ensure sustainability even if a single source is lost. MCAN will and must continue to raise funds for the College Completion Corps to maintain and scale over time.

PROPOSED BUDGET:

The budgets presented in this proposal are specific to the cost of one college completion coach on each campus (2) for 3 years. The entire program is hosting 20 coaches on 17 campuses across the state and has a budget of more than \$2.5 million. More details can be provided upon request.

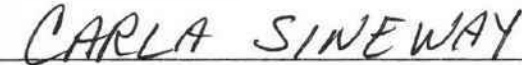
REVENUE:


Native American Heritage Fund	\$125,000
Michigan Community Service Commission/AmeriCorps	\$50,000
FCA Foundation	\$5,000
State of Michigan	\$30,302
Kresge Foundation	\$20,000
Ballmer Group	\$20,000
Total	\$250,302

EXPENSES:

Program Staff Wages	\$37,830	
Program Staff Taxes	\$2,894	
Program Staff Benefits	\$11,460	
College Coach Living Allowance	\$130,000	
College Coach Taxes	\$10,901	
College Coach Benefits	\$19,230	
Worker's Compensation	\$300	
Contractual Services	\$1,200	
Office Supplies	\$3,932	
Program Staff Training	\$450	
College Coach Training	\$6,000	
Program Staff Travel	\$4,095	
College Coach Travel	\$6,900	
Other	\$15,110	(Includes a 10% fiscal agent fee for SCTC)
Total	\$250,302	


 Signature of Applicant's Authorized Representative


 Print Name


 Title

2020-21 MCAN College Completion Corps Logic Model

Problem	Inputs	Activities	Outputs	Outcome(s) Short-Term	Outcome(s) Medium-Term	Outcome(s) Long-Term
The community problem the program activities (interventions) are designed to address.	Resources necessary to deliver the interventions including # of service locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention the members will implement or deliver. Includes the duration, dosage and target population.	Direct products from delivering the intervention.	Changes in knowledge, skills, attitudes, and opinions that will be, almost always, measurable during the grant year.	Changes in behavior or action that may be, depending on the program design, measurable in the program year.	Changes in condition or status in life that, depending on the program design, may be measurable in the program year.
Michigan faces an existential skills gap as 70% of jobs require postsecondary education but just 45.5% of working-age residents hold a certificate or degree. This is exacerbated by only about a third of Michigan's community college students completing a certificate or degree or transferring to a 4-year institution	<ul style="list-style-type: none"> • 20 full time AmeriCorps members serving as completion coaches • Approximately 20 host campuses • Approximately 20 full time site supervisors • MCAN staff, programs and expertise • Michigan's Complete College America membership & resources • Partnership with and 	<p>Members (coaches) will serve approximately 40 hours per week for 12 months providing approximately 16 hours of service per assigned student. Coaching activities include:</p> <ul style="list-style-type: none"> • Creating and implementing a tailored completion plan • Build and maintain meaningful relationships • Monitoring campus early alert systems 	<ul style="list-style-type: none"> • Students assigned to a coach (target: 2500) • Students with a written completion plan (target: 1,500) • Comprehensive student records • In-person and virtual student/coach meetings & contacts • Study groups formed/facilitated • Co-curricular activity participation • FAFSAs renewed • Credit hours attempted 	<ul style="list-style-type: none"> • Increase in student knowledge of campus and community resources • Increase in student self-confidence • Increase in student grit (passion & perseverance) • Increase in student study skills learned • Increase student understanding of academic program requirements • Increase in student "college 	<ul style="list-style-type: none"> • Increase in students completing semester in good academic standing • Increase in FAFSA completion/renewal • Increase in students retaining or completing/transferring (target: 1,250 students) • Increased student class attendance • Increased student academic readiness & performance • Increased student grade point average • Increased student co-curricular activity participation • Increase in credit hours attempted and credit hours achieved 	<ul style="list-style-type: none"> • Increase Michigan's attainment rate • Increase in students' lifetime wages earned • Increase in students' opportunities for professional advancement • Eliminate gaps in attainment by economic status, race and first-generation college-going status in Michigan • Decrease in Michigan's

2020-21 MCAN College Completion Corps Logic Model

<p>within 150% of expected time (3 years.) Community colleges often lack the capacity to provide high-touch support to their thousands of students to usher them toward success.</p>	<p>support from Michigan Community College Association’s Student Success Center</p> <ul style="list-style-type: none"> • 3+ weeks of member orientation and training • Campus resources • Community resources 	<ul style="list-style-type: none"> • Collecting, analyzing and acting on key data • One-on-one meetings • Study groups and other academic support • Foster campus & community involvement • Campus orientation & navigation • Reminders & deadline accountability • Assistance with annual FAFSA completion • Virtual support through email, telephone, text and other mediated communication • Student advocacy 	<ul style="list-style-type: none"> • Credit hours achieved 	<p>knowledge” – how college works</p> <ul style="list-style-type: none"> • Increase in student belief that they can complete college • Increase in concept of student “belonging” • Increased campus commitment to student success strategies 	<ul style="list-style-type: none"> • Reduced campus barriers to completion • Increase in campus implementation of student success strategies • Increase in students achieving a 4-year degree • Reduced time to completion 	<p>unemployment rate</p> <ul style="list-style-type: none"> • Decrease in Michigan’s poverty rate/ALICE status • Decrease in Michigan’s workforce skills gap • Increase in student and community healthy lifestyle (BMI, smoking, exercise) • Increase in student and community civic activity (voting, volunteerism)
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Native American Heritage Fund Board
2020 Application for Funding
DUE: By 5:00 p.m., Friday, October 9,2020

A) What is the name of entity making application and please provide information describing the geographic area or population served by the entity?

Suttons Bay Public Schools is a k-12 public school district located in Suttons Bay, MI. Suttons Bay is a rural village home to seasonal migrant workers, year round residents and just over 4 miles from Peshawbestown, a federally recognized Grand Traverse Band of Ottawa and Chippewa Indians reservation. Suttons Bay Schools is the most diverse school district in northern Michigan. Forty-four percent of the district enrollment is minority and the elementary school has a growing minority enrollment of 63 percent of the student population. Native Americans make up about 17 percent of the student body and hispanic enrollment is about 19 percent.

B) If the applicant is making application for a project in partnership with a local non-profit entity, please explain the connection between the eligible school/college, university, or local unit of government and the non-profit entity.

Suttons Bay Public Schools is not currently in a partnership with a local non-profit organization for any portion of our project.

PROPOSAL PROJECT NAME: Cultural Studies Initiative

DATE OF APPLICATION: 10/02/2020

K-12 SCHOOL, COLLEGE, UNIVERSITY, OR LOCAL UNIT OF GOVERNMENT:

CONTACT PERSON: Rachel Fournier or Samantha TwoCrow

ADDRESS:

Suttons Bay Public Schools
500 South Elm Street
PO Box 367
Suttons Bay, MI. 49682

TELEPHONE: (231)866-0042 OR (231) 866-0675

E-MAIL: fournierr@suttonsbayschools.com or twocrows@suttonsbayschools.com

TYPE OF REQUEST: Curricula or Program Development

GENERAL OBJECTIVES OF THE APPLICANT: The general objective of Suttons Bay Public Schools cultural studies initiative is to create district-wide awareness, understanding and connectivity among our diverse community of students. Building cultural awareness and identity helps foster a sense of belonging and community that is critical in connecting with the whole student. Our strength is in our diversity and through our new cultural studies class we will teach students about the past, present and future of northern Michigan's diverse cultures, incorporating multiple perspectives throughout the course while utilizing state standards for social studies, history, geography, and art.

In addition, staff will continue to develop a culturally responsive approach to teaching and learning throughout all subjects and with the support of culturally relevant professional development opportunities.

SUMMARIZE YOUR PROPOSAL OR COSTS FOR WHICH YOU SEEK REIMBURSEMENT:

(In the space below, briefly summarize the proposed project or the initiative for which you seek reimbursement of past costs. Identify the problem or need to be addressed, the project's objectives and a proposed strategy for achieving the result).

TOTAL PROPOSAL SUMMARY:

We are seeking funds to continue to develop the curriculum for our cultural studies class. There is a tremendous need for integrated curriculum from diverse perspectives that make up our northern Michigan community. We are in need of Native American focused literature and books and need funding to offset field trip expenses to various historical and cultural areas of significance to our northern Michigan region.

In addition we need quality professional development opportunities for staff to begin to integrate a multicultural perspective across content areas as well as district wide. Specifically we would like to take part in The Lessons of Our Land professional development program that provides teachers with a variety of learning opportunities to enhance their practice by incorporating and utilizing a culturally-responsive curriculum. We would also like to continue investigating the cost and availability of professional development opportunities through the **National Indian**

Education Association. Potential topics include

- Healing Historical Trauma & Boarding School Trauma Training
- Culturally Responsive Education
- Completing a Comprehensive Needs Assessment
- School Board training
- Building Culturally Responsive Curriculum
- Land-Based Education

TOTAL PROJECT COST: \$95,000.

AMOUNT REQUESTED FROM NATIVE AMERICAN HERITAGE FUND BOARD: \$20,000.

AMOUNT OF REQUEST IS WHAT % OF TOTAL COST PROJECT COST:16%

OTHER ENTITIES FUNDING PROJECT:

Suttons Bay Public Schools and Title VI Program

NEEDS STATEMENT:

Define and document the situation or need that the applicant seeks to address through this request, or the actions the applicant has taken if this request seeks reimbursement of costs already incurred.

Providing Native American students and Alaskan Native students with a quality educational experience is an essential component of the Suttons Bay Public Schools Indian Education/Title VI Program. Our district-wide objectives of increasing student achievement through focused initiatives of closing the opportunity gap, increasing knowledge of cultural identity and belonging, and creating awareness of cultural differences and meaningful multicultural perspective taking will improve the schooling experience for all students and build on the strengths of our diverse community. Curriculum development, purchasing of Native American literature for school and classroom libraries and district wide professional development are currently unmet needs that grant funding will help fulfill. The lack of integrated curriculum from diverse perspectives including Native American history and narrative creates inequity, division and a majority only perspective.

PROPOSED BENEFITS:

Describe the desired outcome of the grant. Describe how the use of funds you are seeking through this grant will be applied, or have been applied, to address one or more of the core purposes of the Michigan Native American Heritage Fund:

We have a new k-12 Cultural Studies class that we have implemented for the 2020-2021 school year. We would like to grow and develop a curriculum that more accurately reflects the history of Michigan Indian tribes as well as emphasize the role of Native Americans in Michigan history. We are anticipating once Covid related safety concerns are addressed, that we will include elders and tribal leaders in discussions and implementation of specific content areas including collaboration and facilitation of land-based learning. Through our efforts we hope to create a meaningful, relevant and diverse learning environment for all our students. It is a goal of our initiative to develop and promote positive cultural identity, a sense of community and a place of belonging. Continuous conversations and collaborations with tribal leaders and the parent committee are imperative to grow and develop programming in Suttons Bay Schools.

- Other initiatives that promote mutual respect and cooperation between your local community and any nearby federally-recognized Indian tribe and/or the local Native American population.

Who is/are the target population(s) you seek to impact? What are the specific outcomes you are seeking? How will those outcomes be measured?

We are targeting the staff and students of Suttons Bay Public Schools. As mentioned above staff development is a key component of the grant funding. We also need to continue to develop the curriculum for the Cultural Studies class. Through this initiative we are aiming for an improved sense of community and belonging as a potential outcome. We will measure demand for the MS/HS class based on elective choice for the class and feedback from students and families. Feedback will be gathered via survey to the students and families of the Suttons Bay School District.

Describe how you have sought input from or collaborated with the federally-recognized Indian tribe's government and/or Reservation community, or the local Native American population, in developing your project proposal. Provide any documentation verifying that the federally-recognized Indian tribe(s) and/or representatives of the local Native American population support project.

Suttons Bay Public Schools' Indian Education/Title VI Director, Samantha TwoCrow is a tribal member and educator teaching cultural classes in Peshawbestown. Suttons Bay Public Schools and Title VI have a parent committee that works collectively to support Native American and Alsakan Native Students. Collaborating with our local tribal community is continuous and efforts on implementing a Land-Based Education curriculum that will include elders, tribal leaders and youth is an important focus of collective work and development.

TIMETABLE:

Describe the sequence of activities needed to accomplish the program's objective. (Include a time-line if appropriate.) When will the project begin and when will the project be completed?

The project began in the summer of 2020 with many meetings and discussions on how to implement a Cultural Studies program within the Suttons Bay Public School District. We are currently teaching a k-12 Cultural Studies class for the 2020-2021 school year. With feedback from the community and survey results from students and families, we will determine how best to continue to develop and implement a cultural studies program. Professional development opportunities are dependent on the timetable of trainings and could occur at multiple times throughout the year. It is our intention to continue with our programming while refining and adapting our approach according to feedback and input from multiple stakeholders.

ALTERNATIVE/ FUTURE FUNDING: If the Native American Heritage Fund Board only partially funds your request or you do not receive sufficient funds from other sources, what alternative

plan will you follow? If the success of your project require future or ongoing funding, describe what steps you are taking to ensure that your initiative will be funded in the future?

We will continue with our initiative regardless of funding sources. We will scale back on our professional development and other areas as needed and growth may not happen as robustly as planned, but will continue. We will continue to work with our district and Title VI program to determine possible funding and program development. In addition we will continue our collaboration with tribal elders and seek out community resources.

PROPOSED BUDGET: Present (or attach if needed) a line item estimate of project costs and revenue.

District-wide professional development: \$8,000

Native American Literature for classroom and school library (k-12): \$5,000

Curriculum Development: \$7,000

Signature of Applicant's Authorized Representative:

Print Name: Rachel Fournier

Title: Elementary School Counselor

Grant Application to The National American Heritage Fund

The MOTOR
For Literacy

RECEIVED

MAR 05 2020

BY Administration

Native American Heritage Fund
315 W. Green St.
Marshall, MI 49068

What is the name of the entity making application? The MOTOR For Literacy

Please provide information describing the geographic area or population served by the entity? The MOTOR For Literacy pilot will serve students from low-socioeconomic backgrounds, including a small percentage of children from Native American descent, in the Battle Creek vicinity. If this pilot is proven to be effective, we will multiply by tenfold the number of students in Michigan from low-socioeconomic backgrounds whose families will participate, including a larger population of children from Native American descent.

If the applicant is making an application for a project in partnership with a local non-profit entity, please explain the connection between the eligible school/college, university, or local unit of government and the non-profit entity. The MOTOR For Literacy will work in partnership with Climax-Scotts Public Schools and Comstock Public Schools by providing the schools with support that will motivate parents from low-socioeconomic backgrounds to increase attentiveness towards literacy in their children.

PROPOSAL PROJECT NAME: The MOTOR For Literacy pilot

DATE OF APPLICATION: March 2, 2020

K-12 SCHOOL, COLLEGE, UNIVERSITY, OR LOCAL UNIT OF GOVERNMENT: The MOTOR For Literacy is a non-profit corporation partnering with Climax-Scotts Public Schools and Comstock Public Schools for the pilot.

CONTACT PERSON: Phil Morse

ADDRESS: 1921 Oak Ave., New Era, MI 49446

TELEPHONE: 231-450-0355

E-MAIL: phil@themotorforliteracy.org

TYPE OF REQUEST: Other Education Initiative

GENERAL OBJECTIVES OF THE APPLICANT:

1. Test the theory for three years that literacy rates in children from low-socioeconomic backgrounds can be improved by fifty percent or higher when providing extrinsic motivation to the parents/guardians to attend to the literacy in their children.

2. More specifically, provide incentives in the form of gift cards to guardians of 2nd grade students to attend literacy nights, visit the library, increase their awareness of the value of literacy in their children, and increase the value they place on the literacy scores of their children.

SUMMARIZE YOUR PROPOSAL OR COSTS FOR WHICH YOU SEEK REIMBURSEMENT:

In order to explain the problem, allow me to give some background. State governments appropriate billions of dollars on a yearly basis to schools to pay teacher salaries and all the expenses to run a school. Over the past couple of generations, the federal government has joined the efforts by attempting a number of policies. They've increased annual funding from 14 billion in 1981 to 1.3 trillion in 2020.

Still, reading levels have been stagnant at best since the 1970's. By the fourth grade, one third of children are reading below grade level. Eighty percent of children from low-income backgrounds read below grade level. For students of Native American descent, the percentages are even lower.

That is enough evidence to suggest that this top-down model doesn't work. As great as our teachers and schools are, these statistics show that our current model isn't improving literacy. The problem is literacy needs to be supported in the home. We could keep sending more money to the schools so they could hire more adults to work with children but the track record shows that investing more money isn't as effective as we'd like for it to be. Ask a classroom teacher of impoverished children, would they rather have more adults working in their schools or have more homes engaged in the literacy of their children?

Taking it to another level, ⅓ of kids who cannot read at grade level at the end of 4th grade will end up in prison or on welfare. More than 60 percent of all prison inmates are functionally illiterate. It's safe to generalize that people who are illiterate are much more likely to end up in prison or on welfare.

Taking it to the next level, the more people on welfare or in prison, the more people we have consuming taxes instead of paying them.

The proposed solution is testing the theory of The MOTOR For Literacy for a three year pilot with the premise that if parents/guardians from low socioeconomic areas are provided with the extrinsic motivation - *which cannot be overstated as the key component* - tools, and resources to attend to the literacy of the children in their home, that it will provide children with a healthier start and empower the families from which they come with higher quality learning opportunities.

This theory, if proven effective, provides a model that invests in the future by decreasing the illiteracy rate in children. The more literate a person is, the more likely they are to be the leader of a working family and contribute to thriving, equitable communities.

There are four key activities that will be conducted. Note that some of these activities have been tried in the past at schools and in communities, such as Literacy Nights and prizes for going children going to the library, but absent is the key component of extrinsically motivating the parents and guardians to prioritize and give attention to these things. The extrinsic motivation that The MOTOR For Literacy will

be providing with the NAHF funding are incentives in the form of gift cards. The four activities are as follows (there's a more detailed description about how the incentives will work under NEEDS STATEMENT).

1. Monthly literacy-focused meetings where experts in literacy and motivation will present materials and resources intended to educate parents/guardians from low socioeconomic backgrounds.
2. Parents will receive incentives for checking out and returning books to the library.
3. We will compare fall standardized testing scores with the spring standardized testing scores.
4. We will invite every home that has a student who meets the benchmark of growth in literacy to a banquet to be held in June.

There are four expected objectives that build on each other.

Objective #1 - The number of parents engaged in the literacy of their 2nd grade students will increase by fifty percent or more.

Objective #2 - Student literacy scores reaching target levels will increase by fifty percent or more.

Objective #3 - Children, including children of Native American descent, will be provided with a better start.

Objective #4 - Long term objective - There will be more literate, educated adults who obtain stable, high-quality jobs who are invested in vibrant, engaged and equitable Native American communities.

TOTAL PROPOSAL SUMMARY:

The exploration of The MOTOR For Literacy theory, which is a three year pilot, with the premise that if parents/guardians from low socioeconomic areas are provided with the motivation, tools, and resources to attend to the literacy of the children in their home, that it will provide children with a healthier start and empower the families from which they come with higher quality learning opportunities.

This premise provides a model that invests in the future by decreasing the illiteracy rate in children. The more literate a person is, the more likely they are to be the leader of a working family and contribute to thriving, equitable communities.

TOTAL PROJECT COST: \$720,000 over the next three years

AMOUNT REQUESTED FROM NATIVE AMERICAN HERITAGE FUND BOARD: \$220,000 over the next three years

AMOUNT OF REQUEST IS WHAT % OF TOTAL COST PROJECT COST: 30.5%

OTHER ENTITIES FUNDING PROJECT: Applied with the Kellogg Foundation

NEEDS STATEMENT:

Some parents/guardians need extrinsic motivation to attend to the education and literacy aptitude of their children. Kids need parents/guardians who are empowered and receive education in the value of literacy. The future needs more adults (today's children), from Native American descent as well as people from all other ethnic backgrounds, who make positive contributions to society.

To be clear, we are not going to change anything pedagogically or with staffing in the classroom. Our teachers and schools are already doing so much from 8:00a to 3:30pm. The idea is to intensify the involvement from the homes that our students are coming after 3:30p through incentives and education.

A number of schools have tried hosting Literacy Nights with research-based materials and highly effective presenters but they are sparsely attended, particularly by families who have the highest need. The missing link is to furnish incentives, such as gift cards with substantial value, to provide the motivation to attend. The NAHF funding will invest in the future by using incentives of value to motivate parents and guardians from low socioeconomic homes to attend monthly literacy events. At the events, literacy and motivational experts will empower, educate, and train the parents and guardians to help their children read.

Also, the NAHF funding will provide incentives, such as gift cards, in the form of a drawing for gift cards for guardians of 2nd grade students who visit the library. The students will also participate in a drawing of their own.

Lastly, the NAHF funding will provide incentives, such as gift cards, for growth in literacy scores from the fall to the spring. Every home that has a student who meets the benchmark of growth receives a substantially valued gift card and is invited to a banquet to be held in June. The banquet will emphasize and celebrate literacy. At that event, there will be a drawing for gift cards of even larger value.

PROPOSED BENEFITS:

The desired outcome of the grant is to prove or disprove that providing extrinsic motivation to parents/guardians of students will improve literacy rates by fifty percent in the children whose parents were participants. If it is proven correct, it will have a positive ripple effect for the future because we would have found a model that is effective in the battle against illiteracy for children with a Native American descent as well as others. Furthermore, winning the battle against illiteracy will benefit the greater Battle Creek/Kalamazoo region and the State of Michigan by decreasing prison populations and the number of welfare recipients.

Specifically speaking, the target population that will be impacted with the pilot will be low socioeconomic 2nd grade students from Climax-Scotts and Comstock Public Schools which includes a small population of students from a Native American descent. If the program proves to be effective, we will expand the program to impact 1st to 3rd grade students throughout Southeastern Michigan and across the State of Michigan.

The outcome will be measured by comparing standardized testing results from 2nd grade students whose parents/guardians did not receive the incentives with the parents/guardians who did. If there is a moderate to significant increase in literacy scores for the children whose parents/guardians received incentives vs. the set who did not, we can conclude that the incentives were effective.

TIMETABLE:

The pilot will officially begin in July of 2020 and be completed June of 2023. Although a number of activities have taken place.

- Set-up tasks
 - ◆ Creation of a non-profit corporation with the State of Michigan - complete
 - ◆ Applied and approved as a charitable organization in the State of Michigan - complete
 - ◆ Formation of the Board of Directors - complete
 - ◆ Conduct the initial meeting of The MOTOR For Literacy - complete
 - ◆ Apply for 501c3 status with the IRS - application sent in, pending approval
 - ◆ Courted a number of schools and decided on a partnership with Climax Scotts PS and Comstock PS. - complete
 - ◆ Apply for grants - pending - awaiting decision
- Once the grants are approved
 - ◆ Meet with the 2nd grade teachers and administration to coordinate the details at the particular buildings
 - ◆ Select a literacy expert
 - ◆ Select a motivational expert
 - ◆ Select dates for the Literacy Nights and banquet
 - ◆ Purchase the gift cards
- Begin full implementation once the 2020-21 school year begins in Sept 2020.
 - ◆ Host Literacy Nights
 - ◆ Track library visits in partnership with the local libraries
 - ◆ Communicate regularly with administration and teachers
 - ◆ Manage gift card giveaways
 - ◆ Implement and oversee a system that keeps account of the gifts cards to ensure integrity in the program
 - ◆ Oversee the organization of the banquet
 - ◆ Oversee the data comparison from the fall to the spring
- Repeat in the 2021-22 and 2022-2023 school years

ALTERNATIVE/ FUTURE FUNDING:

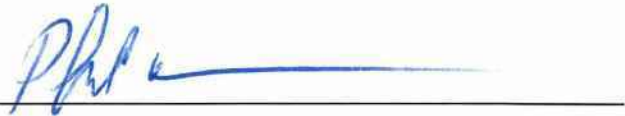
If I do not receive sufficient funds from other sources, I will scale back the program to include the parents/guardians of less students and/or conduct the pilot at only one school.

Looking into the future, if this pilot is proven to be successful, we will start making plans for expansion to more schools in year three while continuing to gather data in the existing schools. Expansion would include approaching more school districts, including districts with larger populations of students from Native American descent, more donors and more foundations. We would also share the feedback with

lawmakers and the State Board of Education. Perhaps, if found more efficient, government funding would be shifted to a similar model.


PROPOSED BUDGET:

	Year 1	Year 2	Year 3
Salary and benefits of the CEO	\$25,000	\$25,000	\$75,000
Literacy specialist	\$5,000	\$5,000	\$5,000
Motivational specialist	\$5,000	\$5,000	\$5,000
Travel and hotel expenses for specialists and director	\$2,000	\$2,000	\$2,000
Banquet expenses	\$8,000	\$8,000	\$8,000
Literacy resources and books	\$15,000	\$15,000	\$15,000
Marketing materials (for advertising to 2nd grade students and parents)	\$6,000	\$2,000	\$2,000
Misc costs such as annual 990 fees, accountant, Quickbooks, D&O insurance, etc.	\$10,000	\$10,000	\$10,000
Incentives	\$150,000	\$150,000	\$150,000
Total	\$226,000	\$222,000	\$272,000

Signature of Applicant's Authorized Representative: 

Print Name: Phil Morse

Title: Chief Executive Officer



Native American Heritage Fund Board
2020 Application for Funding
DUE: By 5:00 p.m., Friday, October 9, 2020

Applications can be made only by one of the following entities:

1. A public or private K-12 school, including charter schools. An accredited college or university that is located or based in the State of Michigan. The Board has determined that colleges and universities whose curriculum and presence in the state is wholly online and for-profit colleges and universities are not eligible applicants.
2. A "local unit of government" defined as a political subdivision of the State of Michigan, including a school district, a community college district, an intermediate school district, a city, a village, a township, a road commission, or a county, if the political subdivision has as its primary purpose the providing of local governmental services for residents in a geographically limited area of this State and has the power to act primarily on behalf of that area.
3. Non-profit organizations may apply for funds only if the project/purpose is being undertaken on behalf of a sponsoring K-12 school, college, university, or eligible local unit of government.

A) What is the name of entity making application and please provide information describing the geographic area or population served by the entity?

B) If the applicant is making application for a project in partnership with a local non-profit entity, please explain the connection between the eligible school/college, university, or local unit of government and the non-profit entity.

PROPOSAL PROJECT NAME:

DATE OF APPLICATION:

K-12 SCHOOL, COLLEGE, UNIVERSITY, OR LOCAL UNIT OF GOVERNMENT:

CONTACT PERSON:

ADDRESS:

TELEPHONE:

E-MAIL:

TYPE OF REQUEST (Check all that apply to your project):

Replace or Revise School Mascot Replace or Revise Government Seal or Images
in Public Space (i.e. murals; statues; etc.)

Curricula or Program Development Other Education Initiative

Resolution of Inter-governmental/Community Conflict Involving Reservation
Community or Native American Residents

Other

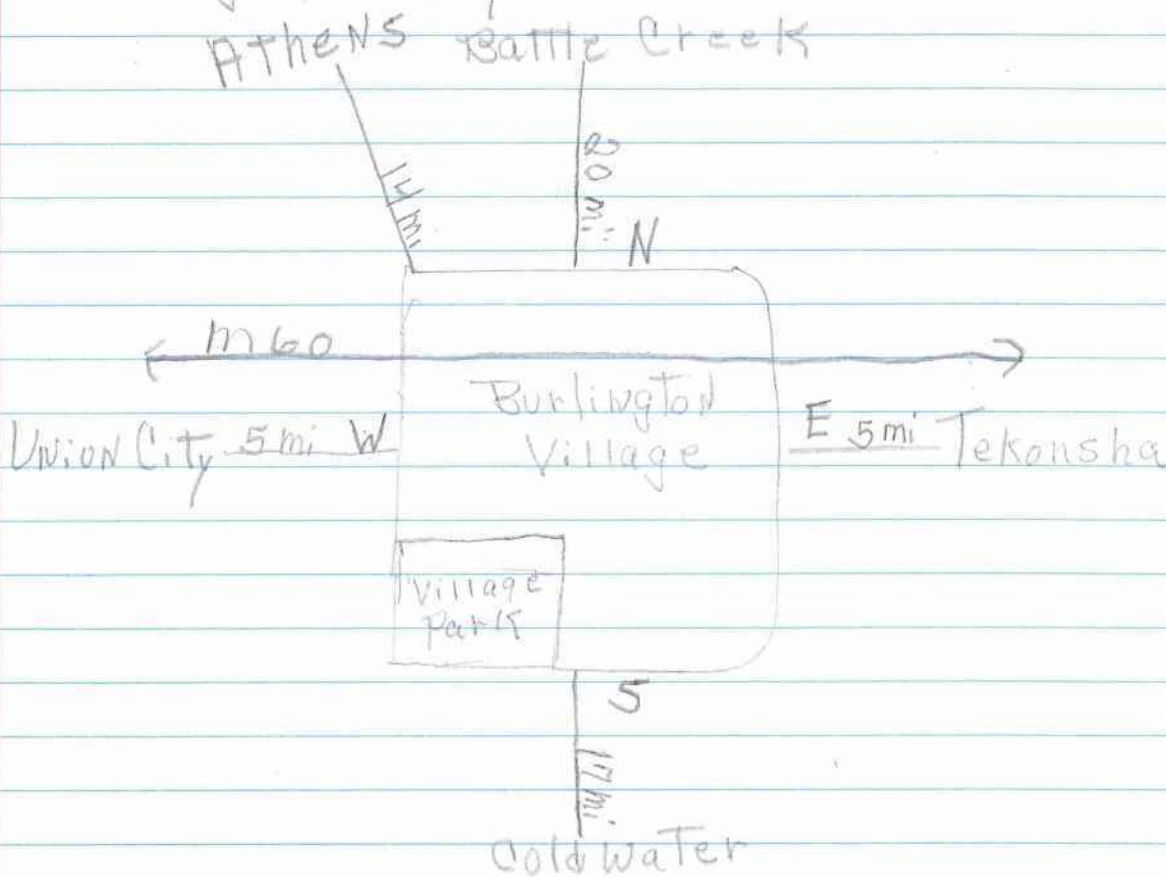
GENERAL OBJECTIVES OF THE APPLICANT:

SUMMARIZE YOUR PROPOSAL OR COSTS FOR WHICH YOU SEEK
REIMBURSEMENT:

(In the space below, briefly summarize the proposed project or the initiative for which you seek reimbursement of past costs. Identify the problem or need to be addressed, the project's objectives and a proposed strategy for achieving the result).

The Village of Burlington is located on M60 in Calhoun County, Michigan. It has a population of 270.

Geographically:



At one time Burlington had 21 Business establishments that helped to keep the Village going. Now we have only 4.

A few years ago our Insurance Company made us remove the old Merry-go-round and Tecton-Totter because it was no longer to code. We were able to use the Swings by replacing the Board Seats with New ones.

rubber ones. We did purchase a Slide
a few years ago.

We also put in a Nice Basket Ball
Court for the older Kids.

But we have nothing for the
younger population.

Treasurer's Report

August 17, 2020

Balance for Old CDars Account as of 07/31/20:	\$38,585.04
Balance for Major Roads Account as of 07/31/20:	\$34,717.10
Balance for Local Roads Account as of 07/31/20:	\$63,415.99
Balance for Future Equipment Account as of 07/31/20:	\$14,117.21
Balance for Sidewalk/Recreation Account as of 07/31/20:	\$41,113.98
Balance for General Fund Account as of 07/31/20:	\$39,179.96

We would be able to use 25% of
Sidewalk/Recreation account

Sandra Powell Mayor 8-17-2020

Summit Supply Corporation of Colorado
5092 County Road 302
Durango CO 81303
Phone (970) 247-8858 Fax (970) 247-1371
800-526-0116

Quote

Date	Quote #
9/2/2020	J1124453

Name / Address	Ship To
Village of Burlington PO Box 99 Burlington MI, 49029	Village of Burlington 215 Marshall Street Burlington MI 49029

REP		Terms		
Jenn		Net 30		
Qty	Item	Description	Cost	Total
1	911-129B	Katherine - Playstructure with 5" O.D. upright posts	30,196.00	30,196.00T
	Shipping	Subtotal		30,196.00
		Shipping	2,600.00	2,600.00
		Out-of-state sale, exempt from sales tax	0.00%	0.00
Total				\$32,796.00

Our firm is financially able to meet any commitments we have made and we understand that we are to pay your invoices according to your terms of net 30 days from date of invoice. In addition to invoice amounts, Buyer agrees to pay to the Seller interest on account past due at a rate of 1.5% per month or the maximum allowable interest rate applicable, whichever is lower, all collections cost including attorney's fees, and any other costs involved in the collection of any accounts past due

NOTE: THIS PROPOSAL MAY BE WITHDRAWN BY US IF NOT ACCEPTED IN 30 DAYS

Date: _____

Signed by: _____

Title: _____

TOTAL PROPOSAL SUMMARY:

TOTAL PROJECT COST: \$ 30,000.00 approximately

AMOUNT REQUESTED FROM NATIVE AMERICAN HERITAGE FUND BOARD:
\$ 15,000

AMOUNT OF REQUEST IS WHAT % OF TOTAL COST PROJECT COST:
50% %

OTHER ENTITIES FUNDING PROJECT:

None

(Attach list if necessary)

This is what we would like to
put in the park for all the kids
who live here and those who visit.

911-129B

PLAY STRUCTURES



NEEDS STATEMENT:

Define and document the situation or need that the applicant seeks to address through this request, or the actions the applicant has taken if this request seeks reimbursement of costs already incurred. *N.A.*

PROPOSED BENEFITS:

Describe the desired outcome of the grant. Describe how the use of funds you are seeking through this grant will be applied, or have been applied, to address one or more of the core purposes of the Michigan Native American Heritage Fund:

- Replace or revise mascots or imagery in public spaces that may be considered derogatory, inaccurate, or otherwise controversial representations of Native Americans or Native American culture and values.
- New or improved curricula that more accurately present the history of Michigan Indian tribes or the role of Native Americans in Michigan history.
- Other initiatives that promote mutual respect and cooperation between your local community and any nearby federally-recognized Indian tribe and/or the local Native American population.

Who is/are the target population(s) you seek to impact? What are the specific outcomes you are seeking? How will those outcomes be measured? *Our youth, they will have a safe and friendly experience.*

Describe how you have sought input from or collaborated with the federally-recognized Indian tribe's government and/or Reservation community, or the local Native American population, in developing your project proposal. *We haven't*

Provide any documentation verifying that the federally-recognized Indian tribe(s) and/or representatives of the local Native American population support project.

TIMETABLE:

Describe the sequence of activities needed to accomplish the program's objective. (Include a time-line if appropriate.) When will the project begin and when will the project be completed?

It would start as soon as possible after receiving it. We have volunteers to help assemble it.

ALTERNATIVE/ FUTURE FUNDING:

If the Native American Heritage Fund Board only partially funds your request or you do not receive sufficient funds from other sources, what alternative plan will you follow? If the success of your project require future or ongoing funding, describe what steps you are taking to ensure that your initiative will be funded in the future?

We would have to save for another year.



PROPOSED BUDGET:

Present (or attach if needed) a line item estimate of project costs and revenue.

Signature of Applicant's Authorized Representative:

Sandra Dowell

Print Name: Sandra Dowell

Title: Mayor

We received your QuickBooks subscription payment!

Intuit QuickBooks Team <intuit@notifications.intuit.com>

Sat 8/8/2020 2:32 PM

To: Kelli Scott <kdscott@calhouncountymi.gov>

Payment success

Kelli Scott, thank you for your payment.

Invoice number:

1000160779537

Invoice date: 08/08/2020

Total: \$430.00

Payment method: MASTER
ending in 7916

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Account details

Billed to:	Native American Heritage Fund
Company ID ending:	9469
Items on this invoice:	QuickBooks Online Essentials

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SMALL_BUSINESS