Indian Reservation Roads Program: Transportation Planning Procedures & Guidelines

By Bernard Alkire, TTAP Director

The Tribal Technical Assistance Program at Michigan Technological University (TTAP) sponsored a recent workshop, entitled Indian Reservation Roads Program: Transportation Planning, Procedures and Guidelines (TPPG).

The October workshop, held at the Radisson Hotel in Oneida, WI, was presented by Ms. Julianne Stevenson and Mr. Wade Casey of the Federal Lands Highway Program (FLHP).

Tribal members attended from the Oneida, Bad River, Red Lake, Red Cliff, White Earth, Pokagon Band of Potawatomi, Forest County Potawatomi, Ho Chunk, Stockbridge Munsee, Lac Courte Oreilles, and Menominee Tribes. The BIA, WDOT, MDOT and FHWA Division offices from Michigan and Wisconsin were also in attendance.

The program started with a discussion related to the TPPG and how it was developed and adopted, including the participation of tribal members in the process. An overview of the transportation planning long range plan followed, including activities of each of the partners in its development.

Roles and responsibilities in the IRR program were discussed in some detail. Finally, the IRR road inventory and progress of the program were presented for the local tribal representatives.

Each tribe in the Minneapolis Area can obtain a hard copy of the existing inventory information (in a word document or ASCI file) by calling:

Todd Kennedy, Minneapolis Area BIA
(612) 713-4400, extension 1174

or by writing to:

Midwestern Regional BIA Office
Branch of Engineering/Roads
1 Federal Drive, Room 550
Fort Snelling, MN 55111.

The second morning started with presentations by stakeholders in the planning process, including State DOTs, Federal Highway Division Offices, and the Tribal Technical Assistance Program. Adrian Stroupe, a representative of the Michigan Department of Transportation (MDOT), explained the role of MPOs.

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Preparing Indian Students for College

By Alice A. Karsama
Pathways Editor

This is the time of year to start collecting college and financial aid application forms, and the information needed to complete those forms - especially for scholarships. Many application deadlines fall between mid-January to mid-March.

According to Dean Chavers, Director of the Native American Scholarship Fund, available funds often go unclaimed and unawarded due to lack of applicants; and very few applications come from Native Americans. Chavers highly encourages Native Americans to apply, regardless of age, and even if their grade point averages are not high.

The Native American Scholarship Fund booklet, "Preparing Indian Students for College," is available free from the TTAP or from the Native American Scholarship Fund. See pages 6 and 7 of this issue for more scholarship information.

Story on page 7

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**Pathways**

**Greetings ... From the TTAP!**

This issue of *Pathways* contains a number of announcements regarding scholarships and educational opportunities that may encourage Indian Americans to pursue higher education and career opportunities (pages 6-7). According to Dean Chavers, Director of the Native American Scholarship Fund, available funds often go unclaimed and unawarded, due to lack of applicants.

Last spring, *Pathways* announced the launching of our TTAP-L email listserv. You can still sign on to the discussion list, any time, by sending email to majordomo@mtu.edu, with the words "subscribe TTAP-L" in the body of the email message. There are a good number of announcements, news items, and events listed on TTAP-L that will not fit into our newsletter, or would be outdated by the time the next issue comes out. So, come on, join us!

Have a Merry Christmas, and a Happy and Prosperous New Year!

Sincerely,

**Alice Karsama, Editor**

Visit our New Internet Home Page: http://www.ttap.mtu.edu

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**Vol. 7, No. 4**

Pathways is published quarterly by the Tribal Technical Assistance Program, part of the Transportation Center at Michigan Technological University. The Tribal Technical Assistance Program is part of a nationwide effort jointly financed by the Federal Highway Administration and the Bureau of Indian Affairs. It intends to relate the latest technology and information on tribal roads and bridges, tourism and recreational travel, and related economic development to tribal transportation and planning personnel. TTAP's regional tribes are in the BIA agency's Minneapolis and Eastern Areas. Contact the TTAP office for a free *Pathways* subscription or to obtain permission to reprint any articles. Articles and suggestions may be submitted to the following address:

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Tribal Community Planning Workshop Held

A workshop on Tribal Community Planning was held in October at the Minneapolis Area BIA Office, with support from the TTAP. Cheryl Bigboy, BIA Planner, coordinated and made arrangements for the event, which drew over 50 participants.

The training was conducted by Thomas J. Davis, a certified planner and Tribal Planning Director for the Agua Caliente Band of Cahuilla Indians.

The course introduced the fundamentals of land use planning with a focus on establishing sustainable economic development and transportation infrastructure. Aspects of the training covered land use planning, zoning, creating a comprehensive tribal plan, environmental protection and habitat planning, sustainable economic development, and transportation infrastructure.

(At right, Above) Tom Davis, Tribal Planner, presented the workshop on Tribal Community Planning at the Minneapolis BIA Office in October.

At Right:
TTAP Manager, Robert Gagnon at the Tribal Community Planning Workshop in Minnesota.

Transportation Planning Procedures & Guidelines, continued from pg. 1:

RPOs and Local Task Forces in Michigan, and how tribal representatives can become involved in the State Planning process. Stroupe also indicated that tribes in Michigan can obtain technical assistance through the RPO and DOT planning offices.

Larry Wacker and John Carroll, representatives of the Green Bay office of Wisconsin DOT also went over the state planning process in Wisconsin, and explained how the tribal representatives can get involved in the planning process.

Federal involvement in the State Transportation Improvement Plan (STIP) was discussed by Mr. Patten from Michigan FHWA and Ms. Mary Williams of the Wisconsin Division of FHWA.

The Indian Reservation Road Bridge Program (IRRBP) presentation, by Mr. Wade Casey of FLHP, explained the legal basis for the program and how the regulation process is being developed.

The goals of the IRRBP are to eliminate deficient bridges that pose a potential safety problem for Indian tribes, and to fully utilize the IRRBP funding. Currently, there is approximately $13 million available for FY2000, of which approximately $7.9 million is unobligated. Unused funds can be carried over and used in following years.

Under the IRRBP, eligible bridges must have a sufficiency rating of less than 50, and must be considered structurally deficient or have functional obsolescence.

Continued next page
Contact FLHP, your local BIA office, or TTAP for the "Recording and Coding Guide for the Structure Inventory and Appraisal of the Nation's Bridges," which explains the rating system. (See tables for listing of deficient IRR bridges by state.)

The workshop ended with an open discussion of the planning and bridge programs, and a question and answer session.

A copy of the manual, Indian Reservation Roads Program: Transportation Planning Procedures and Guidelines can be obtained from the TTAP office, by calling 888-230-0688. This manual has a list of many programs that are associated with the planning process, and names of many contacts that could assist tribes.

Information related to the bridge program is also available from TTAP. If there is a bridge on your reservation that might be deficient, contact your local BIA office for a free inspection. Any federally qualified bridge inspector can do the inspection, but will charge a consulting fee.

Below: Tables listing deficient IRR bridges by state

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<th>BIA Owned - Deficient IRR Bridges by State</th>
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Cheryl Bigboy, BIA Planner (above left), chats with workshop attendees.
How to Approach a Foundation

This was written by Ilene Mack, Senior Program Officer, the William Randolph Hearst Foundation. Ms. Mack has been with the Hearst Foundation since 1974, and both her experience and her good sense about the grantmaking process are highly regarded by all.

Though there are over 32,000 foundations in the United States, less than 25% have assets of $1 million or more, or give $100,000 in grants annually. What is the best way to approach these grantmaking organizations? And how can you get a share of foundation resources in an increasingly competitive environment? While each foundation has a unique way of operating, there are specific steps to take in approaching them all.

Do Your Homework

I would suggest that the very first step, and one that is important prior to writing anything, is doing your research on the foundation you wish to approach. The buzzword is HOMEWORK. Do it well and thoroughly.

It is more efficient and in the end more beneficial to send appropriate requests to fewer organizations than to send a shower of appeals in the hopes that one may land in the right place. While you may not receive an approval or even a hearing on the first attempt, if the appeal has been well thought out and is indeed within the guidelines of the foundation, the impression left is a positive one and the next time you try you may be more successful. Obviously, there are no guarantees, and since there are always many more appeals than resources to fill the need, a majority are turned down.

Use the Proper Approach

Once you have determined that you are sending your appeal to an interested party, make sure that the form of your approach is correct. Many foundations prefer a phone call or a letter of inquiry as the first step. Others want a full proposal with all the required documentation. However, all proposals should be accompanied by a COVER LETTER.

The letter should be addressed to an appropriate person. If for some reason in doing your research you are unable to find a contact name, call and ask.

The COVER LETTER should be just that - a brief, to the point, summary of what we can expect to read in the proposal. For instance it might read: Dear Appropriate Person, Our organization does such and such. We are in need of X amount of dollars for - name of project or general support. We are attaching - and then list the documents appended.

Again, if you have researched the foundation thoroughly, you will know what is required. I believe there are three important qualities that are vital to all well written proposals: clarity, brevity, if possible, and specificity of purpose (even if you are requesting general support.)

Factual Information to Include

The factual information should include: WHO YOU ARE - a small, liberal arts co-education college with an enrollment of 700 students from around the country. WHAT YOU DO - in the case of schools that is implicit in the nature of the organization. However, you may have a heavy emphasis on preparing teachers, or computer programmers. Let us know.

And of course, the NATURE OF THE NEED, including a budget. This information should be stated up front. Within the nature of the need, the reader should learn the goals of the project: what is expected to be accomplished and how long will it take to accomplish it? Who is the population being served and how will your program affect that population? If it is an ongoing project, what are the results to date? What are the other sources of funding? If the request is being submitted to more than one foundation, how will our funding be used to avoid duplication of effort? Explain clearly the specific uses of funds already received as well as those anticipated.

Your appeal does not necessarily have to present a unique idea. New ideas are hard to come by and probably harder to bring to fruition. What is important is a clear statement of HOW THE PROJECT IS TO BE CARRIED OUT.

If it is based on already successful results done elsewhere, let us know. If it is a new project - are there any previously tested techniques similar to what you are planning? If you are being innovative, what kind of evaluation process is built into the project? If you are asking for funds to purchase a specific piece of equipment, the same thoroughness of purpose, use, and evaluation should be stated.

A listing of personnel involved with the program should be included indicating their qualifications. A detailed budget showing overall cost is vital. If it is an ongoing program, indicate monies received, monies anticipated, and the sources of these funds. And once again, depending upon the recipient of the appeal, make sure you send the correct IRS information, audited financials, and most of us want a listing of board members.

Your HOMEWORK will tell you if there is anything else required: letters of endorsement, newspaper clippings or other publicity given to your program. My feeling is that if such supplementary material is not specifically asked for, don't send it. If the project is expected to run over a period of years, a projected budget for each year should be submitted. Many foundations provide funding on a yearly basis only. Others will provide funding for multiple years. Your research will tell you on what basis to make the approach.

Homework, Groundwork, and Research Crucial

Now having said all of this, it is more than likely that most of your appeals will be turned down. There are many fine programs and projects being declined. The choices grantmakers must make are difficult. We are usually presented with a plate of delectable items, all looking appetizing and appealing. We cannot choose

Continued next page
Approaching a Foundation, continued from pg. 5:

them all.

At the risk of repeating myself: homework, groundwork, research. Whatever you wish to call it, do it. It saves time and paperwork and ultimately will produce more positive than negative results. Remember the proposal is the first impression the foundation gets of your organization. Make it a good one.

The relationship between grantee and grantor is mutual. It should be and I hope is, more often than not, a relationship of respect and responsibility. It is our responsibility to read and review requests with an open mind, making fair judgments without being judgmental. On your part, the responsibility is to have done the research and presented a thoughtfully written appeal.

We are all concerned with the well-being of society and its citizens. The more we share our thoughts, ideas and dreams, the more hopeful we can be about the future.

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American Traffic Safety Services Foundation Encourages Scholarship Applicants

Press Release - October 18, 1999
Melanie Myers, Foundation Director
(540) 368-1701 (ext. 112)

The American Traffic Safety Services Foundation was developed as a result of ATSSA (American Traffic Safety Services Association) members’ desire to promote safety through education.

Since 1988, the ATSS Foundation has provided scholarships to public officials pursuing educational goals that support highway safety.

Since 1991, the Mid-Career Scholarship Program has provided individuals who currently work for a federal, state or local agency an opportunity to obtain a bachelors, masters or doctoral degree or certification in traffic or transportation engineering, or a related field.

The scholarships are designed to be partnerships between the Foundation and governmental agencies that assist individuals who might otherwise be unable to pursue continuing education. Since its origin, the Foundation has awarded over $300,000 in scholarships. This is an outstanding opportunity for personal and professional advancement. For complete details or to apply, contact:

Ms. Melanie Myers, Foundation Director
15 Riverside Parkway, Suite 100
Fredericksburg, Virginia 22406-1022
Phone: (540) 368-1701, ext. 112
or (800) 272-8772, ext. 112
email: foundation@atssa.com
or go to our website at www.atssa.com

The Gates Millennium Scholars Program

The Gates Millennium Scholars Program provides scholarships and fellowships for outstanding low-income Native American, African-American, Hispanic American, and Asian American students to attend the undergraduate/graduate institutions of their choice. The program is administered by the United Negro College Fund, with support from the Bill and Melinda Gates Foundation.

Reducing Barriers

The lack of adequate financial assistance leads the list of barriers prohibiting college enrollment among these groups. It is estimated that more than 30,000 such students are not attending college each year because of financial limitations.

Even among those enrolled, escalating costs of attending college, together with increased dependence on loans, cause many of these students to give up before completing their educations.

Available financial aid often makes all the difference for these students. Gates Millennium Scholars Program Awards can supplement students’ existing financial aid, and limit the need to borrow large amounts or spend excessive time at paid jobs, both of which present barriers to the completion of a college degree.

For further information, see the Gates Millennium Scholars Program web site: http://www.gmsp.org/

You can find additional scholarships and fellowships by accessing the Minority On-Line Information Service (MOLIS). Once at the main page, click on “scholarships.” The MOLIS web site is located at: http://www.sciencewise.com/molis/

For help accessing web sites, or for an information packet on scholarships mentioned in Pathways, call TTAP: 1-888-230-0688.
The Native American Scholarship Fund
and Dean Chavers, Ph.D., on "Preparing Indian Students for College"

By Alice A. Karsama, Editor

Dean Chavers, Ph.D., Director of the Native American Scholarship Fund, presented a workshop on "Preparing Indian Students for College" at Michigan Technological University on November 4th. The event was arranged by Carole LaPointe, Coordinator of Native American Outreach at MTU.

According to Dr. Chavers, available funds often go unclaimed and unawarded due to lack of applicants; and very few applications come from Native Americans. Chavers strongly encourages American Indians to apply, regardless of age, and even if their grade point averages are not high. Those with 2.6 GPAs should be encouraged to apply; since grade point averages are not always good indicators of success. "Many Native youth are simply late blossoms," said Chavers, "who will do fine in college."

"Very few Indian kids know what they want to do when they're 18." He advises them to think what they like to do best, and encourages them to do that.

Students still in high school or junior high should already be encouraged to start thinking ahead and preparing themselves for college. "Anyone who wants to go to school in this country can go," says Chavers. "The money's there."

Given $50,000 to spend on improving schools, he would spend it on READING - all of it. He'd "hire teachers, buy books, and do whatever it takes to reach those kids." This would help them become more familiar with the English language, and to build their vocabularies.

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The most receptive ages to reach out to with reading would be those in Junior High or grades six to nine. Chavers believes third graders should have more vocabulary drills and exercises; while High Schoolers should have classes on career exploration, including when and how to apply for colleges and scholarships.

What does Chavers advise students?

- "Get through the Scholarship Directories at the Library; apply for as many scholarships as you can. There's no limit on how many you can apply for."
- "Get a Certificate of Indian Blood,"
- "Get your Birth Certificate,"
- "Get 3 letters of recommendation,"
- "Write a story about yourself,"
- "Then, set aside a Saturday morning or Sunday afternoon to fill out applications."

Call TTAP for the booklet, "Preparing Indian Students for College," and a scholarship information packet, or contact:

Native American Scholarship Fund, Inc.
8200 Mountain Road N.E., Suite 203
Albuquerque, NM 87110
Phone: 505/282-2351
Fax: 505/282-0534

Dr. Chavers, of the Lumbee Nation, holds two master's degrees, and was the first Native American to earn a doctorate degree from Stanford University. He has served as consultant to more than a dozen private foundations, the Minority Advisory Committee of the College Board, the advisory panel for the Minority Achievement Program of the Association of American Colleges, is past Secretary of the Oklahoma Association of Independent Colleges and Universities, and served as past President of Bacone College.

Technology & Transportation Education
Garrett A. Morgan Technology and Transportation Futures Program

The U.S. Department of Transportation has developed an exciting program to encourage students, from kindergarten through adulthood, to recognize the many opportunities for achievement and service in transportation.

The basic objectives of the program are:
- To establish a partnership among the U.S. DOT, the private sector, and communities to ensure that today's students are prepared to become tomorrow's transportation workers.
- To develop a curriculum that can "plant the seed" of transportation as early as kindergarten and provide learning tools that build through adult education.
- To provide students with the technologies that will help them develop skills they can apply to transportation research.

The program is divided into four areas:
1) Math, Science, & Technology
2) Community College Partnerships;
3) Undergraduate & Graduate Opportunities; and
4) Life-long Learning.

Garrett A. Morgan (1877-1963) was an African-American inventor who started his career as a sewing machine repairman for a clothing manufacturer in Cleveland, and became a successful businessman and entrepreneur. Experimenting with gadgets and materials became his passion. One of his most notable inventions was a three-way traffic signal.

While other inventors are reported to have experimented and even marketed traffic signals, Morgan was the first to apply for and acquire a U.S. patent for such a device. He patented his invention in 1923, and later sold the rights to the General Electric Corporation. The program adopted his name to honor a man whose futuristic ideas helped shape today's transportation management solutions.

Learn more about the Garrett A. Morgan Technology and Transportation Futures Program, what resources are available, and how you can help. For more information, call Lisa Fontana at 202/554-8050, or visit the program internet web site:

http://education.dot.gov

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New Materials at the TTAP Library

Videos:
- Air Quality Conformity in Transportation Planning (Video)
- Looking at Change Before it Occurs (Video) Using Visual Planning Software
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