



2009 Impact and Effectiveness of  
Administration for Native Americans Projects Report

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## EXECUTIVE SUMMARY

The mission of the Administration for Native Americans (ANA) is to promote self-sufficiency and cultural preservation by providing social and economic development opportunities to eligible tribes and native communities, including American Indians, Alaska Natives, Native Hawaiians, and Native Pacific Islander organizations. ANA provides funding and technical assistance for community-based projects that are designed to improve the lives of native children and families and reduce long-term dependency on public assistance.

ANA provides discretionary project funding to eligible tribes and nonprofit Native American organizations for the following areas:

- Social and Economic Development Strategies (SEDS)
- Native Language Preservation and Maintenance
- Environmental Regulatory Enhancement

The Native American Programs Act (NAPA) of 1974 (42 U.S.C. § 2991 *et seq.*) provides that ANA is to evaluate its grant portfolio in not less than three-year intervals.

The statute requires ANA to describe and measure the impact of grants and report their effectiveness in achieving stated goals and objectives. This report fulfills the statutory requirement and also serves as an important planning and performance tool for ANA.

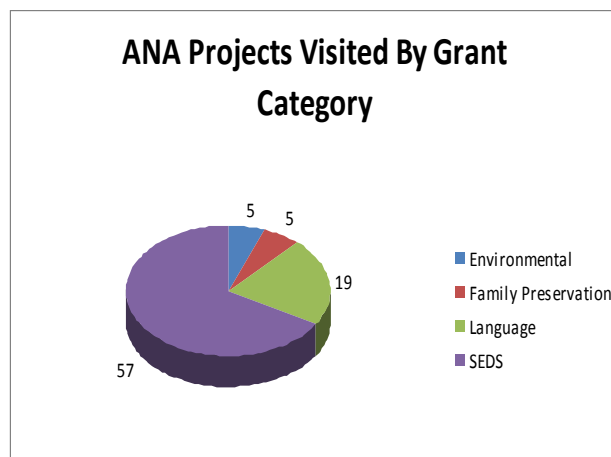
### OVERVIEW

Evaluation teams visit projects and use a standard impact evaluation tool developed in collaboration with the Administration for Children and Families' Office of Planning, Research and Evaluation. The impact evaluation tool is used to elicit quantitative and qualitative information from project staff, project beneficiaries, and community members in a variety of interview settings.

### RESULTS AND IMPACTS

Each year, ANA visits grantees to conduct impact evaluations on ANA-funded projects. The purpose of these evaluations is threefold: 1) assess the impact of ANA funding on native communities; 2) learn about the successes and challenges of ANA grantees to improve ANA service delivery; and 3) increase transparency of ANA-funded projects and activities.

During 2009, 86 of 241 ANA-funded projects were selected for impact visits. Of the 86 selected projects, 5 projects had no-cost extensions that carried the projects beyond 2009. Therefore, these projects are not included in this report. An additional 5 projects, which were expected to be completed in 2008 and received no-cost extensions into



2009, are included in this report. Projects were selected based on approaching completion dates, geographic location (within one day’s drive of another project), and amount of the grant award (i.e., high-dollar projects).

This report provides results for the 86 selected projects that fell into the three general grant categories as depicted in Figure 1. Funding totaled \$26.2 million for the 57 SEDS projects, \$3.3 million for the 19 language projects, \$2.3 million for the five family preservation projects, and \$.9 million for the five environmental projects. The 86 projects were located in 22 States and territories, with the highest number of projects in Alaska (20 projects) and California (11 projects). Table 1 summarizes the key results by state.

**Table 1: Key Project Results**

State	# of Projects	Award Amt	Jobs	NA Consultants Hired	Businesses	Income Generated	Resources Leveraged	Partnerships Formed	Individuals Trained	Elders Involved	Youth Involved
AK	20	\$7,783,620	130	19	22	\$403,721	\$3,909,003	397	762	305	1034
AS	2	\$695,512	4	10	-	-	\$340,153	26	284	234	824
AZ	3	\$1,893,820	6	18	1	\$3,014	\$776,287	178	152	183	109
CA	11	\$2,560,695	27	28	2	\$1,240	\$763,252	87	395	125	618
DC	1	\$902,500	4	9	-	-	\$775,000	19	317	75	120
GU	2	\$2,088,555	15	1	1	\$9,580	\$255,771	13	1948	10	1948
HI	6	\$4,120,210	26	26	11	\$14,628	\$860,557	163	1600	281	2246
ID	2	\$185,260	4	1	-	-	\$11,757	19	2	30	50
MI	7	\$1,964,876	44	29	8	-	\$242,713	78	328	123	282
MN	2	\$760,601	11	1	4	\$9,500	\$515,884	50	420	0	25
NC	2	\$337,779	3	1	1	-	\$58,700	31	3	40	15
NM	2	\$208,594	1	3	-	-	\$30,113	14	50	102	10
NV	1	\$111,899	-	1	1	-	\$110,750	7	24	7	2
OH	1	\$757,570	5	1	3	-	\$196,354	42	307	7	250
OK	7	\$2,167,828	46	16	1	-	\$2,781,369	94	1465	153	845
OR	1	\$180,615	3	-	-	-	\$33,750	18	-	100	200
SD	2	\$1,849,073	31	8	44	\$153,395	\$5,211,479	176	1634	165	1300
VA	1	\$225,000	1	-	-	-	\$114,696	13	2	50	40
WA	7	\$1,725,859	16	9	-	\$402,402	\$419,087	108	605	62	712
WI	4	\$818,341	8	1	-	-	\$211,843	59	107	157	337
CO	1	\$300,010	2	1	-	-	\$67,438	22	2	15	115
ND	1	\$963,292	16	1	7	-	\$1,476,371	30	962	386	675
<b>Total</b>	<b>86</b>	<b>\$32,601,509</b>	<b>402</b>	<b>184</b>	<b>106</b>	<b>\$997,480</b>	<b>\$19,162,326</b>	<b>1644</b>	<b>11369</b>	<b>2610</b>	<b>11757</b>

\*\* 101 of the businesses created were by economic development projects and 5 by family preservation projects

A total of 998 individuals were hired full-time, part-time and/or temporarily during the project periods. The “Jobs Created” column represents the full-time equivalent<sup>1</sup> of those positions funded by ANA projects and other leveraged funds. Figures for “Revenue

<sup>1</sup> One full-time equivalent is measured as 40 hours of work per week, for a total of 2,080 hours per year.



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Generated” and “Resources Leveraged” were validated by the evaluators to the extent possible.

While the timing of these evaluations did not allow evaluators to gauge long-term outcomes and impacts, these projects achieved many immediate and intermediate outcomes. Data collected from impact visits demonstrate that ANA projects have a positive impact on the self-sufficiency of native communities. The following pages highlight some of the exceptional projects funded by ANA.

#### *SEDS - ECONOMIC DEVELOPMENT*

Native Americans living both on and off reservations continue to face profound economic challenges. According to 2008 U.S. Census data, 25.3 percent of American Indians/Alaska Natives live in poverty.<sup>2</sup> These percentages rank Native American poverty at more than twice the overall rate in the United States. ANA helps address economic challenges faced by native communities through economic development projects. ANA evaluated 18 business development and job training projects ending in 2009 with a total funding amount of approximately \$10.7 million. Projects in the business development and job training categories created 35 new businesses and 137 full-time job equivalents, both of which contribute to the economic stability and self-sufficiency of communities. The following are examples of these types of projects:

- **In 2005, the Standing Rock Sioux Tribe (SRST)**, located on the Standing Rock Reservation in North and South Dakota, commenced a project to facilitate the establishment of a business incubator on the tribe’s Sitting Bull College (SBC) campus. Responding to challenges limiting the size of the original business incubator, project staff instead developed two smaller incubation centers, the “Entrepreneurial Center” in Fort Yates, North Dakota, and the “Satellite Center” in McLaughlin, South Dakota. These facilities gave the tribe the capacity to provide on-site business incubation services, including advice and training, to nine small businesses in the community. At project’s end, there were seven businesses receiving these services.

Throughout the project period, staff helped facilitate the start-up or expansion of 20 additional businesses through \$2.73 million in equity grants and private loans. Project staff also worked to infuse the community with a more active interest in business development, sharing information about the project with 3,950 community members through community meetings and other forms of outreach.

Furthermore, the project team conducted training sessions and provided one-on-one technical assistance to entrepreneurs and prospective small business owners, training 962 people in topics such as entrepreneurship, product pricing, budgeting, website development, tax preparation, and agricultural borrowing; and providing technical assistance and credit counseling for 362 people. Project managers feel

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<sup>2</sup> The U.S. Census Bureau conducts a comprehensive survey of the American public every ten years. Through a joint effort with the Bureau of Labor Statistics, the Census Bureau releases yearly updates for key indicators, entitled the Current Population Survey. The 2008 release, the most current data available, indicated a poverty rate of 25.3% among Native Americans and Alaska Natives.

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these efforts have laid the groundwork for increased business activity, an increase in products and services available to the community, and the possibility of real economic growth on the Standing Rock Reservation.

- **In American Samoa**, with a population of just over 65,000, pork has been a culturally significant source of protein for nearly 1,500 years. Many of the island's nearly 1,000 piggeries, however, are located near the islands' fresh water rivers and drinking sources, causing environmental and public health concerns. Responding to these concerns, which were highlighted before the project by human deaths from *leptospirosis*, a bacterium carried by pig waste, American Samoa's Environmental Protection Agency (ASEPA) began enforcing stricter regulations, and piggery owners found in noncompliance faced steep fines or potential closure.

Expecting these enforcement efforts to lead to the closure of 30% of American Samoa's 1,000 pig farms, the American Samoan Soil and Water Conservation District (ASSWCD) developed a project to help farmers retain their piggeries while protecting water quality and human health. Working with six government agencies and pig farmer representatives, the project team identified noncompliant pig farms, assisting 150 farmers in establishing plans for compliance or closure.

The team provided farmers with design assistance for ASEPA-compliant piggeries, tailored plans for their sites, helped them defray costs through USDA-financed construction funding, and provided free nutrient analyses, soil and mulch materials, and assistance pursuing land use permits. By the end of the project, 150 farmers had begun the process of complying with the new regulations, including 87 who had new piggery designs approved and 14 who had established contracts to complete pig farm renovations.

The project established a proactive program to address piggery compliance issues and raised community awareness of *leptospirosis* and the importance of clean water and riparian environments. Project staff brought together pig farmers, government agencies, and environmental scientists, who will continue working together to keep the pig farms running while protecting water quality and human health.

ANA evaluated 11 other economic development projects in 2009 with a total funding amount of approximately \$4.9 million. The projects focused on organizational capacity building, emergency response activities, and subsistence activities. These projects leveraged \$6.2 million, trained 3,710 individuals, created 63 full-time equivalents, and developed 50 businesses. The following is one example of this type of project:

- **For nearly 20 years, The Lakota Fund (TLF)**, one of the first tribally-based community development corporations in the nation, promoted socio-economic sustainability and entrepreneurship at the grassroots community level on the Pine Ridge Reservation, where 84 percent of the residents are considered low-income. In 2004, however, when TLF's loan delinquency rate rose to 40 percent (significantly above the national rate of 8 percent), the organization's management team recognized the need to make organizational improvements to more effectively meet the needs of the Pine Ridge entrepreneurial community. To

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achieve this, they created a project that developed and implemented new loan and investment policies and procedures; developed five new loan products consistent with community needs; and provided training for the TLF board, staff, and committees in support of the organizational improvements. Then, the team promoted the loan products and made them available to community entrepreneurs.

During the project period, TLF made 73 loans, including 20 online loans, worth \$2.56 million, enabling 44 new businesses to receive start-up funding; 29 to receive expansion funding; and at least 28 new jobs to be created in the community. The loan policies developed during the project helped TLF reduce its loan delinquency rate from 40 percent to just 1.85 percent in four years. The investment policies made it possible for TLF to demonstrate greater accountability in managing liquid assets, attracting more donors, investors, and borrowers. The policies enabled TLF to make an agreement with the Bureau of Indian Affairs for loan guarantees, to attract 75 new investment partners, and to receive grant funding from government agencies and foundations worth \$4.81 million.

The policies, products, and capacities built during the project enabled TLF to more effectively, efficiently assist the Oglala Lakota entrepreneurial community in promoting its own self-sufficiency; TLF staff intends to continue using these tools to reduce poverty on the reservation.

#### *SEDS - SOCIAL DEVELOPMENT*

ANA social development projects invest in human and social capital to advance the wellbeing of Native Americans. ANA-funded social development projects focus on the restoration and celebration of cultural identity to overcome a variety of social ills stemming from cultural loss and historical trauma. These include high rates of depression, suicide, drop-out, and incarceration among Native American populations. ANA evaluated 16 social development projects ending in 2009 with a total funding amount of \$6.8 million. These 16 projects involved 701 tribal elders and 3,453 youth, while providing training for 1,564 individuals in topics such as youth leadership, career development, traditional subsistence activities, cultural preservation, and art therapy. The following is an example of a social development project evaluated in 2009:

- **The Cook Inlet Tribal Council (CITC)** provides social, educational, and employment services to the 36,000 Alaska Natives residing in the Cook Inlet region. One such service, the Arts and Crafts Work Therapy Program, allows clients struggling with substance abuse, homelessness, and mental illness to experience healing through creative activity.

In 2005, CITC opened the Two Spirits Gallery in downtown Anchorage to feature and market the works of clients participating in the program, but within a year, the highly successful gallery outgrew its space. To better meet the needs of its clients and the demand of buyers, CITC developed a project to expand the gallery, artist work space, and support services for its clients, creating the Two Spirits Arts Center. After leasing and renovating a larger facility in downtown Anchorage and developing policies for operation, the team opened the center, with CITC clients producing, showing, and selling their art at the new location. Concurrently,

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the CITC provided enhanced social services, case management, referrals, and business support services to clients, including life skills classes, housing assistance, transportation to food banks, job interviewing practice, work placement, and art pricing classes.

Through these activities, 136 Alaska Native clients were able to rediscover art skills, improve their self-image, stabilize themselves through increased income, and begin reintegrating into mainstream society. To sustain the Arts Center over the long term, project staff organized monthly fee-based public art classes, formed partnerships with civic and business groups to receive free advertising, created an e-commerce website, and sold art on-site and online, including over \$120,000 in sales during the project period. Through the website, the project team also collected approximately \$200,000 in donations. Now on strong financial footing, the project will continue enabling the CITC to provide needed services to clients combating substance abuse, homelessness, and mental illness.

#### *SEDS - GOVERNANCE*

ANA governance projects offer assistance to tribal and Alaska Native Village governments to increase their ability to exercise control and decision-making over local activities. In 2009, ANA evaluated 12 governance projects with a total funding amount of approximately \$3.8 million. These projects aimed to enhance the capacity of native nonprofits and tribal governments. Combined, these projects trained 192 individuals on topics such as information technology, human resource management, infrastructure development, and land planning. Additionally, these projects developed eight new governance codes and ordinances, of which five were implemented during the project timeframes. The following is an example of one such project:

- **The Pawnee Nation** is a federally recognized tribe of 2,577 members with 20,000 acres of tribally-owned and allotted lands in north central Oklahoma. Between 1995 and 2005, the nation experienced unprecedented growth, with value of its grants and contracts rising from \$2 million to \$22 million. By 2005, the nation operated 30 programs, and had major projects on the horizon that would create more social, cultural, and economic growth. Despite more than doubling its staff from 40 to 83 people during that period, the tribe still lacked the administrative systems, structure, policies, procedures, and trained workforce to provide the level of services needed by the tribal community.

To strengthen the tribal government's capacity to meet the demands caused by the growth of tribal programs, a team of Pawnee tribal administrators developed a three-year governance project to review the tribe's organizational, managerial, and staff functions; conduct a workforce utilization study; and to implement the results of the review and study. Over the project period, the team reorganized and improved processes within the tribal government; developed and updated governing documents, by-laws, and policies; and reorganized tribal departments to better reflect their purpose, improve collaboration, ensure cost effectiveness, and meet community needs.

The team redrafted the tribe's organizational chart, reducing 30 departments to 8; created new departmental policy and procedure manuals; changed the majority of

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tribal job descriptions; and added 24 new positions. The workforce analysis enabled the team to better comprehend the skills of the tribal workforce, conduct strategic workforce planning; devise new performance measurement standards for tribal staff; and design a professional development program in which 85 personnel completed at least one training course. Project staff also succeeded in standardizing quarterly reporting processes for tribal programs, revising human resource policies and procedures, and developing a strategic fundraising plan for the tribe.

According to tribal administrators, the project did much to improve internal communication; create an environment in which tribal administrators had more time for deliberation and planning; ensure better coordination of resources; and empower employees to more directly influence their career paths and the scope of their day to day work.

### *SEDS - FAMILY PRESERVATION*

Introduced as a special initiative in 2005, ANA family preservation projects provide interested communities the opportunity to develop and implement strategies to increase the well-being of children through culturally appropriate family preservation activities, and foster the development of healthy relationships and marriages based upon a community's cultural and traditional values. ANA evaluated 5 family preservation projects ending in 2009 with a total funding amount of \$2.3 million. These 5 projects involved 213 tribal elders and 726 youth and trained 1,502 individuals in topics such as foster care certification, responsible fatherhood, healthy life choices, and positive parenting. The following is an example of a family preservation project:

- **Native PRIDE**, an American Indian nonprofit organization located in Corrales, New Mexico, was established in 2007 to develop and deliver culturally appropriate programs and trainings to native populations. With the knowledge that Native American men suffer a rate of alcoholism six times greater than other Americans and a suicide rate that is about one-and-a-half times higher, project staff implemented a one-year ANA project to develop and implement a culturally appropriate and replicable curriculum focused on responsible fatherhood and marriage education for Native American men.

Project staff developed a 15-chapter curriculum and 3-day workshop which focused on helping native men address issues related to their relationship with their fathers and unresolved feelings of shame while also building a network of healthy relationships with other native men. Curriculum activities also focused on understanding historical trauma and developing healthy life skills.

In collaboration with Southwest Indian Polytechnic Institute, staff then piloted the curriculum with 45 participants. Feedback from course attendees indicated an interest in a follow-up workshop with family members in order to strengthen their support network. To meet this need, staff developed an additional three-day workshop for participants to return with their families one month after the first workshop.

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The completion of this project yielded a comprehensive, culturally appropriate curriculum and replicable two-pronged approach to guide and improve the lives of native men and foster healthier marriages and family life within Native American communities.

#### *LANGUAGE PRESERVATION AND MAINTENANCE*

At the time America was colonized, more than 300 native languages were spoken. Today, that number has dropped to approximately 160; the remaining languages are classified as deteriorating or nearing extinction.<sup>3</sup> ANA language projects enable Native American, Alaska Native, and Pacific Islander communities to facilitate language preservation and revitalization activities. In 2009, ANA visited eight projects that assisted grantees in developing viable plans for sustaining their languages. The projects utilized nearly \$700,000 in ANA funding to conduct native language surveys, collect information on the status of native languages, and receive feedback from 3,361 community members. Tribes used the data collected in these surveys to develop community plans aimed at preserving their language. The following is an example of one of these projects:

- **Chamorro Hands in Education Links Unity (CHE'LU)**, a nonprofit organization dedicated to building and strengthening the capacity of Chamorro people in San Diego, California, conducted the first assessment on the status of the Chamorro language in San Diego since the community migrated there from Guam in the early 1950s. With assistance from the University of Guam's Center of Excellence for Chamorro Language and Culture, the CHE'LU team developed a survey tool gathering data on demographics, language ability, language use, language attitudes, and language learning activities in the San Diego Chamorro community.

Despite the community being dispersed widely throughout San Diego County, the team gathered 978 surveys (including 303 online surveys), representing 13 percent of the Chamorro population documented in the 2000 Census. CHE'LU studied survey responses across demographic groupings, learning how people of different age, gender, and household size rated their ability to understand, speak, read, and write the language; what language they used with family members; for what functions and purposes they used the language; and what they wanted to do to promote the study and use of Chamorro.

The project provided the San Diego Chamorro community with a greater understanding of how the language is used in the community, the types of language-related services and resources needed, and the strategies it might pursue in preserving, maintaining, and revitalizing the Chamorro language in Southern California.

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<sup>3</sup> Gordon, Raymond G., Jr. (ed.), 2005. *Ethnologue: Languages of the World, fifteenth edition*. Dallas, TX: SIL International. An online edition, which was utilized for the referenced information, is available at: <http://www.ethnologue.com>.

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Other communities began addressing the loss of native languages and had encouraging results. ANA evaluated 11 other language projects ending in 2009 with a total funding amount of approximately \$2.6 million. These projects trained language teachers, created master-apprentice programs, developed and digitized language materials, and created native language curriculum. The following is one example of this type of project:

- **The Yurok Tribe of California**, with nearly 5,000 members but only 11 fluent speakers in 2006, developed a project to increase the teaching capacity of Yurok language teachers, with a long-term goal of increasing fluency levels of Yurok speakers at all levels. Over three years, project staff, including nine teacher interns and two language program staff members, studied advanced Yurok conversation and grammar, working with elder consultants in community immersion environments and with linguistic experts and elder speakers at summer institutes.

To enhance the teaching ability of the interns, language staff, elder consultants, and tribal educators provided each with 120 hours of mentoring in curriculum and lesson plan development, classroom management, elementary level instructional frameworks, Yurok writing, best practices in language teaching, and other topics. The project team, with significant input from teacher interns, also developed comprehensive, age-appropriate Yurok language teaching curricula for children from pre-school age through sixth grade, placing all units and supplementary materials on 20 language learning CDs available to all tribal members.

Over the three-year project period, nine language teacher interns and two staff members increased their fluency and knowledge of the Yurok language, including six who reached conversational fluency. These individuals join the tribe's already strong Yurok language community of practice committed to restoring Yurok as a living, flourishing language.

#### *ENVIRONMENTAL REGULATORY ENHANCEMENT*

Native communities seek to address the risks and threats to human health and the environment posed by pollution of the air, water, and land in Indian country and other tribal areas including Alaska. Tribal governments' jurisdiction over environmental issues is complicated by geographic borders and in many cases by weak, under-funded, and undefined tribal authorities. ANA environmental regulatory projects empower tribes to overcome environmental challenges by building internal capacities to develop, implement, monitor, and enforce their own environmental laws, regulations, and ordinances in a culturally sensitive manner. ANA evaluated five environmental regulatory projects ending in 2009 with a total funding amount of over \$850,000. These projects trained 62 individuals in environmental monitoring and management skills; developed or revised 3 environmental codes or regulations; developed fish and wildlife management plans; and conducted environmental assessments on tribal lands. The following is an example of one of these projects:

- The Confederated Tribes of the Umatilla Indian Reservation (CTUIR) is located within the watershed of the Umatilla River and its tributaries in eastern Oregon. In an effort to strengthen their capacity to regulate and conserve water resources, CTUIR's environmental staff implemented an ANA project to develop a water

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management process to prevent aquifer overdraft and limit surface water depletion due to well pumping.

Project staff created a standardized and centralized database to store groundwater data, and also developed field documents to standardize information collected for water permit requests, water chemistry checks, well drilling reports, and all other department responsibilities. Staff then conducted 197 well measurements in the fall of 2008, and 150 well measurements in the spring of 2009. From the changes measured in the spring and fall collections, staff developed maps to characterize the groundwater flow, with an accuracy estimated at +/- 5 feet. Staff also created groundwater change maps to illustrate seasonal differences and rates of replenishment. Additionally, staff developed informational brochures on caring for aquifers and wells and distributed them to all 900 reservation-based well owners.

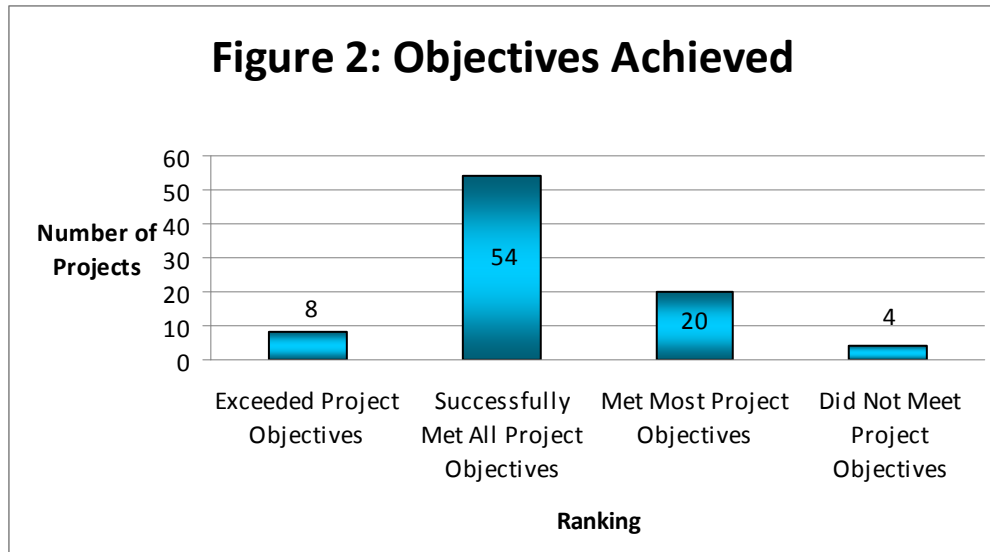
The deliverables and studies completed during project activities enabled the Umatilla's environmental staff to achieve consistency in groundwater and well data collection, analysis, and reporting. Staff efforts strengthened the Tribe's ability to manage a renewable groundwater supply for the Umatilla tribal community for generations to come.

#### **ADDITIONAL FINDINGS**

ANA funds competitive projects that are designed and implemented by tribes or community organizations. Evaluators compared grantees' planned objectives with their actual accomplishments to determine the extent to which grantees achieved objectives and met the stated expectations of their projects.

As depicted in Figure 2, ANA determined that a majority of projects evaluated in 2009 exceeded expectations or successfully met their objectives (62 projects or 72 percent); some projects fell short of objectives but moderate benefits to the community were visible (20 projects or 23 percent); and, the remainder did not achieve their objectives (four projects or 5 percent). Finally, the number of no-cost extensions was reduced for the fourth consecutive year: 49 in 2006, 41 in 2007, 26 in 2008, and 24 in 2009.





The evaluations also revealed critical success factors relating to a project’s implementation. Community and stakeholder participation was instrumental in both the planning and implementation phases of successful projects, as was staff retention and frequent communication between project staff and the tribe or authorizing body. On the other hand, a common challenge many grantees experienced, both in 2009 and in previous years, was an underestimation of the time and resources required to complete their project and meet planned objectives.

**CONCLUSION**

Impact evaluations are an effective way to verify and validate the grantees’ performance and ensure the accountability not only of grantees but also ANA staff and program partners. ANA uses the information collected to report its Government Performance Review Act indicators, validate programmatic baselines, and seek new and more rigorous ways to manage through results.

ANA also utilizes all information gathered to bolster the quality of the training and technical assistance it offers to tribes and native organizations, so applicants and grantees may develop and implement better, more realistic project work plans. In 2009, ANA redesigned the curricula for pre-application and post award training and piloted project development training. Pre-application training provides potential applicants with the skills to write and submit an ANA application; 238 potential applicants attended a pre-application training in 2009. Post award training teaches new grantees about federal requirements needed to implement an ANA project; 131 grantees attended a post award training in 2009. Project development training provides communities with the skills to plan a successful social or economic development project and will be implemented in 2010.

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## Calista Elders Council



**Project Title:** The Way We Genuinely Live: Yup'ik Teachings, Words of Wisdom, and Rules for Right Living

**Award Amount:** \$544,192

**Type of Grant:** Social and Economic Development Strategies

**Project Period:** Sept. 2006 – Sept. 2009

**Grantee Type:** Native Nonprofit

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### PROJECT SNAPSHOT

- 6 jobs created
- 37 elders involved
- 201 youth involved
- \$111,531 in resources leveraged
- 31 individuals trained
- 136 partnerships formed

### BACKGROUND

Under the Alaska Native Claims Settlement Act of 1971, 56 Native Alaska villages located in the Yukon-Kuskokwim Delta region were placed under the auspices of the Calista Corporation, a for-profit corporation receiving money and managing the lands for their Native Alaskan shareholders.

Established in 1991, the Calista Elders Council (CEC) is a nonprofit organization developed by the Calista Corporation. Of the over 22,000 Native Alaskans residing in the region, there are approximately 1,400 elders served by the CEC. The CEC is a major research organization that works to preserve the knowledge of Native Alaskan traditions and culture. The CEC also

sponsors events throughout the year to connect local communities with traditional values and culture.

### PURPOSE AND OBJECTIVES

The project's purpose was for Yukon-Kuskokwim Delta elders to share wisdom, knowledge, and skills with youth and to mentor them in traditional values, promoting healthy relationships and stronger families, and reinforcing youth development.

The first objective, occurring in each of the three years of the project, was for project staff, elders, and partners to develop and conduct Yup'ik/Cup'ik culture camps for area 6<sup>th</sup>-8<sup>th</sup> grade youth, sharing traditional knowledge and mentoring them in traditional values and methods. In each of the years, project staff hosted 3 youth camps per year, seeking to attract 24 youth per camp. Though project staff was unable to recruit such a high number of youth, each camp was nonetheless attended by 10-20 youth, with 90 attending the camps over a 3-year period. Several elders were present at each camp to teach and interact with the youth, and campers were taught subsistence

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activities and traditional roles for their respective gender. For girls, these roles and responsibilities included sewing; picking, cleaning, and drying berries; and preserving fish. The boys were taught such skills as tool making and carving. Youth kept journals documenting their experience; project staff produced ten tapes documenting daily discussions between elders and youth, each one hour in length.

The second objective was to hold four topic-specific gatherings per year with high school students. Lasting two to four days each, these gatherings allowed elders to share knowledge with high school youth through interviews and discussions. In 15 sessions held in 7 different villages over 3 years, 37 elders and 80 youth participated in the sessions. Topics included origin stories and legends; traditional ways of living; moral instruction; gender roles; pregnancy and childcare; dance festivals and ceremonies; climate change; hunting and gathering from the ocean and land; and place names and stories associated with places. At each of the sessions, project staff taped the interaction between elders and youth, creating 123 audiotapes, each of which were one hour in length. Following this, the tapes were transcribed, translated, and then archived at the Yupiit Piciryarait Cultural Center (YPCC) in Bethel.

The third project objective was for project staff and elders to develop a plan creating a library of elder and youth activity recordings, transcription, and materials to be indexed and archived at the YPCC. By project's end, CEC leadership developed a proposal to store and make accessible to the public, project recordings and transcripts, and had met with staff from the Association of Village Council Presidents (AVCP), who manage the YPCC, to discuss this proposal. Though a formal agreement had not yet been reached, CEC staff was optimistic that the agreement would soon be completed.

The project's fourth objective was to host a mini-exhibit at the YPCC to display products made by the culture camp youth, allowing them to share the knowledge, skills, and experiences gained through project activities with the local and regional community. Project staff, with the assistance of 30 youth and several of the elders who participated in the culture camps, hosted a two-day exhibit of the Umkumiut, Marshall, and Kuskokwim Culture Camps in September 2009, displaying kuspags (traditional shirts for girls), ulus (traditional knives), photos of each camp, and essays written by participants. Youth and elders participated in the exhibition, explaining camp activities to visiting elementary students in Bethel.

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

The 201 youth that participated in this project learned subsistence skills, traditional values, roles, codes of conduct, and cultural practices. Those participating in the culture camps had a chance to enjoy one another's company, experience ten days in a natural environment, and gain new perspectives from role models and elders. Parents of many of the youth expressed very positive feedback about project activities, and were particularly pleased their children had the chance to learn traditional values from elders and to see a larger picture of the world. Elders had the opportunity to exercise their traditional role as teachers and leaders, demonstrate their subsistence skills, and feel satisfaction and validation in knowing that traditional values and knowledge were being passed on to a new generation.

Moses Tulim, the project director, commented on the long-term impact of the camps and other project activities: "When there is positive development among youth, it helps us all. These are the future leaders and citizens of our region."

## Chilkoot Indian Association



<b>Project Title:</b>	Human Capital and Economic Development Project
<b>Award Amount:</b>	\$245,830
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 7 jobs created
- 25 elders involved
- 150 youth involved
- \$129,167 in resources leveraged
- 109 individuals trained
- 12 partnerships formed

### BACKGROUND

The Chilkoot Indian Association (CIA) is located in Haines in southeast Alaska and counts approximately 445 enrolled members. The Chilkoot Native segment of the Haines community makes up only 19% of the population, but accounts for 51% of those unemployed and 70% of those living in poverty.

The Chilkoot Indian Association employs 20 individuals, of which more than half are non-native. In 2007, CIA leadership set a goal to have 90% of their workforce be Chilkoot Native within 10 years.

### PURPOSE AND OBJECTIVES

The project's purpose was to create a human resource development program to direct and

focus the human capital of tribal members toward employment sectors offered within the tribe.

The project's first objective was to develop and document all necessary resources for the human resource development program. To complete the objective, project staff first created a module containing information on tribal history, government processes, and the tribe's mission and goals to serve as mandatory orientation training for all new and potential employees. Tribal program directors then developed desk manuals and organized training materials for all current and planned positions within the tribe.

Overall, staff created 66 human resource training modules for jobs in finance, accounting, grant writing, business development, housing, transportation, and federal grant management guidelines. For native youth, staff initiated an internship program, with 12 students taking part over the course of the project timeframe. Staff also organized a resource list of scholarship programs to assist the youth on their career development path. At the project's conclusions, 21 native students received higher education scholarships totaling

\$42,000. Finally, staff created a job vacancy notification program accessible by all interested tribal members. To publicize the notification program to the tribal community, project staff presented a workshop on resume development and job application completion, with 66 students and 40 adults participating.

The project's second objective was to create a human resource development system. Staff collaborated with an information technology consultant to develop the CIA's Learning Management System, a software application containing the tribe's job positions and descriptions, necessary competencies, learning events, and the 66 completed training modules accessible to tribal members interested in being hired for or advancing in an employment position. The Learning Management System provides transparency to those interested in tribal employment, and details the competencies and educational level necessary to fill a desired position. All CIA program directors received training on the system's maintenance and use.

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

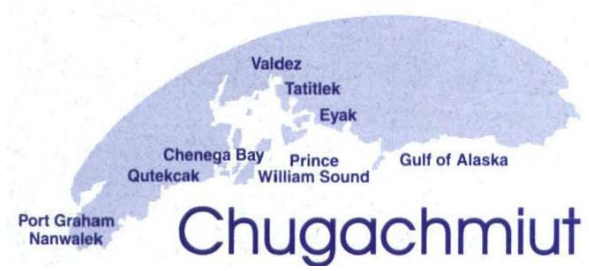
The Chilkoot Indian Association now possesses a human resource training program to aid new staff in their transition from novice to proficient and to assist interested tribal members on a path to employment within their tribe. Dr. Robert Whitcomb, Project Manager, expressed, "The formal development system will help ensure that we keep the highest quality employees of the tribe, minimize the effects of staff turnover, and strengthen the productivity level of the government." Gregory Stuckey, CIA Tribal Administrator, added, "The development of the leadership pipeline will increase the individual tribal member's skills in the areas needed by the tribe, both increasing the likelihood of them gaining employment and increasing the

tribe's pool of qualified applicants for our positions within the government and our businesses."

For Chilkoot tribal members, a transparent employment process is in place, and will be a conduit to achieving individual goals, such as employment within the tribe or higher education.

To sustain the project's activity, the maintenance and update of the Learning Management System and its training modules have been absorbed into each tribal program director's professional responsibilities. To further ensure sustainability, the goals and objectives of the CIA's Learning Management System have been incorporated in the tribe's 2008 Strategic Plan, and tribal leadership plans to repeat this action for future strategic plans.

## Chugachmiut, Inc.




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<b>Project Title:</b>	Chugach Region Health and Social Service Community Needs Assessment
<b>Award Amount:</b>	\$146,579
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Dec. 2009
<b>Grantee Type:</b>	Tribal Consortium

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### PROJECT SNAPSHOT

- 10 elders involved
- \$13,751 in resources leveraged
- 5 partnerships formed

### BACKGROUND

Established in 1974, Chugachmiut Inc. is a nonprofit corporation located in Anchorage whose mission is to provide a variety of health and social services to the Native Alaskan villages in the Chugach region including Chenege Bay, Nanwalek, Port Graham, and Tatitlek.

Chugachmiut currently does not have sufficient information regarding the health and social service needs of the 430 residents of these four villages. Without accurate information from each individual tribal member, it is extremely challenging to provide the necessary and desired services to tribal members. It is also difficult to develop programs and identify long-range goals for both Chugachmiut and each tribal government.

### PURPOSE AND OBJECTIVES

The purpose of this project was to obtain updated community profile information on the health and social services needs of these four communities to enable Chugachmiut to better serve its constituent populations.

The sole project objective was to hire a survey firm to develop, conduct, and compile a comprehensive health needs assessment survey in the four villages. The project sought to survey 85% of the beneficiaries in each village. After developing and submitting a request for proposal, Chugachmiut contracted with a research firm in late 2008. The survey team interviewed Chugachmiut personnel, tribal council members, and staff from all four villages to assist in determining the content of the survey tool. Chugachmiut provided each village the opportunity to include questions in the survey specific to their existing tribal program services, with one village deciding to do so. The survey team completed development of the assessment tool in March and began conducting the surveys door-to-door in each village. By the end of the survey period, the team collected a total of 242 surveys from Port Graham,



Nanwalek, Tatitlek, and Chenega Bay. The research firm then compiled and analyzed the information and provided Chugachmiut with a final report in January. The survey identified several needs in the communities regarding services, with the three main needs being additional services for elders and youth, as well as language and cultural restoration programs.

The project received a three-month no-cost extension to survey a fifth village, Qutekcak, and organize public meetings in each of the five villages to present the survey results. The survey team completed 106 surveys in Qutekcak, for a total of 348 people surveyed over the course of the project. After submission of the final report, the survey team and Chugachmiut staff traveled to four of the five the villages and met with tribal staff and community members. The survey team presented the needs identified by the survey and the Chugachmiut staff spoke about how the organization plans to address them.

The project encountered some challenges when conducting the surveys, as some of the communities resisted participation. One village refused to participate unless non-resident tribal members were included in the survey group. Chugachmiut consented to this request, and mailed surveys to the non-residents. In another village, only 40% of the 85% beneficiary target could be surveyed due to political issues.

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

Prior to this project many village residents were unaware of the services Chugachmiut offers in their area. As a result of the surveys and workshops, residents are not only aware of what is currently offered, but are also more cognizant of what services are still lacking. Answering the questions on the surveys enabled people to consider what health and social service needs they currently have that are not being met by

either their tribal programs or by Chugachmiut.

For Chugachmiut, the organization can now reallocate resources to where the survey results indicate there is a need in each community. Interviews with staff members regarding current programs will result in positive feedback and may lead to service delivery improvement.

*“The Chugachmiut board of directors has begun planning for the next fiscal year and is taking the survey results into serious consideration.”*

Angela Larson, Self Governance and Human Resources Division Director

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## Chugach Regional Resources Commission




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<b>Project Title:</b>	Chugach Native Region of Alaska Economic Development Project
<b>Award Amount:</b>	\$900,172
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Tribal Consortium

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### PROJECT SNAPSHOT

- 5 jobs created
- 3 Native American consultants hired
- 12 elders involved
- 14 youth involved
- \$115,000 in resources leveraged
- 19 individuals trained
- 18 partnerships formed

### BACKGROUND

Chugach Natives have long been a maritime people, with extensive knowledge and skills in utilizing marine resources. The Chugach Regional Resources Commission (CRRC) is a nonprofit consortium of native villages and associations in the Chugach Region, with commissioners appointed by governing bodies of Port Graham, Qutekcak, Chenega Bay, Nanwalek, Eyak, Tatitlek, and the Valdez Native Tribe. The CRRC serves member communities by facilitating the creation of business opportunities through natural resource development and local community economic development.

### PURPOSE AND OBJECTIVES

The project's purpose was to create business and employment opportunities through aquaculture development projects in three member communities and to establish a regional business development program.

The first objective was to re-establish the Nanwalek Sockeye Enhancement Project, which had boosted sockeye salmon fisheries in Port Graham and Nanwalek from 1993 - 2002, but had been suspended by state authorities due to high levels of disease pathogens in the salmon. The plan would establish a self-sustaining program enhancing and stabilizing sockeye production, and increase the amount paid to fishermen for their raw catch. Project staff contracted with an engineering firm to study the costs associated with building a salmon raceway in the English Bay lake system that would increase the passage and counting of salmon smolts, and worked with a local hatchery to breed and cultivate salmon for release into the English Bay Lakes. In the first year, 1.35 million eggs were fertilized at the Port Graham Hatchery, 500,000 eggs were transported to the lake system, and 250,000 smolts were released. In year two,



however, the project faced several challenges, including the closure of the Port Graham Hatchery, late melting of ice, and a poor salmon run, preventing an egg count and fish rearing activities from occurring. When the Port Graham Hatchery closed, project staff transferred operations to the Trail Lakes Hatchery. By the end of year three, however, they had not yet conducted another egg count, but expected to resume soon after project's end.

The second objective was to develop cost-effective, safe techniques to increase the survival of pink salmon produced in the Port Graham and Nanwalek lake systems. Project-funded staff began this work by installing freshwater salmon egg processing equipment and conducting salmon fry feed and release trials at the Port Graham Hatchery. Soon after project activities began, however, the hatchery closed, seriously hindering project activities. In year two the project resumed raising pink salmon at the Trail Lakes Hatchery; staff there raised and transferred 250,000 pink salmon fry to 2 lakes in the Nanwalek lake system in November 2008.

The third objective was to develop open ocean commercial cockle production for the Native Village of Tatitlek. In year one of the project, however, Tatitlek's leader of 33 years died, and the village's new leader opted not to participate in the project. With the assistance of a private shellfish hatchery, the CRRC nonetheless conducted tests to document cockle growth rates at the proposed Tatitlek location, developed a production procedures manual, and created a marketing plan. Growth rates were very impressive; the cockles grew 10-fold in five months, a size increase that usually takes a year. The project team, however, did not succeed in raising 700,000 cockles per year as planned, and the village was unable to process or sell any cockles. By project's end, new leaders emerged in Tatitlek, and

the CRRC began working with them to resuscitate the project.

The fourth objective was to initiate a regional business services program providing Chugach region tribes, tribal members, and businesses with planning, development, and consulting services. The CRRC hired a regional business services coordinator (RBSC), who completed business trainer training and set up a business library and database of training materials. He traveled to Chugach region villages to inform potential beneficiaries and partners of the services provided by the program, conducted needs assessments, built relationships with village leaders and members, helped expand native-owned businesses, and received a Treasury Department CDFI grant, enabling services to continue through September 2010.

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

Thus far, the economic impact of the project on the community has been light. However, the CRRC is working with village councils on business development, financial policies, and marketing of products; and will continue providing training to community members on financial management, business development, and entrepreneurship under the new CDFI grant.

The RBSC feels activities carried out in the first two objectives have significantly helped strengthen salmon runs in Nanwalek and Port Graham, with long-term positive implications for subsistence and commercial fishing. The CRRC is working to form business partnerships to assist Port Graham in re-establishing fish processing and hatchery operations, with a long term vision of creating economic growth through value-added production. While cockle production in Tatitlek has not begun, the project's potential, based on the project's growth rate study, appears to be significant.

## Cook Inlet Tribal Council



<b>Project Title:</b>	Two Spirits Arts Center
<b>Award Amount:</b>	\$839,126
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 37 jobs created
- 1 business created
- 16 elders involved
- 11 youth involved
- \$120,487 in revenue generated
- \$1,180,646 in resources leveraged
- 136 individuals trained
- 19 partnerships formed

### BACKGROUND

Established as a nonprofit organization in 1983, Cook Inlet Tribal Council (CITC) provides social, educational, and employment services to the 36,000 Native Alaskans residing in the Cook Inlet region of Anchorage and its surroundings.

One such service, the Arts and Crafts Work Therapy Program, provided an opportunity for clients struggling with substance abuse, homelessness, and mental illness to experience healing through creative activity. In 2005, CITC opened the Two Spirits Gallery in Anchorage to feature and market the works of clients participating in the

program. The quality of the artists' work combined with Anchorage's robust tourist industry produced a successful economic business model that quickly outgrew its space. To better meet the needs of its clients and the demand of buyers, CITC sought to expand the Two Spirits Gallery.

### PURPOSE AND OBJECTIVES

The project's purpose was to expand the gallery, work space, and support services to create the Two Spirits Arts Center.

The project's first objective was to create the expanded physical space for Two Spirits Arts Center. Project staff identified and signed a lease for a 7,000 square-foot location in downtown Anchorage with high visibility and pedestrian traffic. Contractors renovated the interior space, which now includes a gallery, studio, office space, storage room, and carving room. To increase the exhibit space, contractors also installed hanging and moveable walls.

The project's second objective was to implement the Two Spirits Arts Center program. Project staff developed the necessary administrative policies and procedures to operate the Arts Center,

including an artist contract form, consignment form, and client intake form. Upon intake, each client completed the necessary paperwork, was assigned a case manager, and entered into a contract agreement with the Arts Center. For each piece of art sold, the client received 66% of the sale price, and the Arts Center utilized the remaining portion to replenish inventory and cover overhead costs. Staff also developed a calendar of monthly shows to highlight artists' work.

The project's third objective was to provide enhanced case management services to clients. To complete the objective, project staff originally envisioned the implementation of a recovery services model. However, due to feedback from clients, staff modified project activity towards the inclusion of a business support model as well. Throughout project implementation, project staff referred clients to requested social services including life skills classes, housing assistance, food bank transportation, and traditional healers. Clients also participated in business support services including work placements, interviewing practice, interview clothing provision, and how to fairly price their art. In collaboration with project staff, 136 artists accessed services over the course of the project timeframe.

The project's fourth objective was to ensure the sustainability of Two Spirits Arts Center beyond the ANA project timeframe. Project staff implemented numerous policies and initiatives to achieve the objective. To market the Arts Center, staff collaborated with Anchorage Downtown Partnership, which provided free advertising in the local paper, promotes gallery events, and included Two Spirits Arts Center as a destination in the city's monthly 'First Friday Art Walk' event. Staff also developed rack cards to advertise the gallery, and distributed them to Anchorage's tourist information offices as

needed. To generate revenue, the Arts Center organized monthly art classes and charged the public for attendance. Staff also charged artists a nominal daily fee for use of the carving room. In the project's third year, staff collaborated with a design company to create an e-commerce website. The website includes video biographies of each artist and staff updated available artwork on a continuous basis. On-site and web-based art sales amounted to \$120,487 over the course of the project timeframe. The website also collected donations, with approximately \$200,000 generated during the project. To further ensure sustainability, staff researched the possibility of turning the Arts Center into an artist cooperative, which would reduce the need for paid staff. A decision on this issue was not reached within the project timeframe. Finally, at the end of the project, CITC assumed management of the artists' recovery and business support services.

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

For the 136 Native Alaskan clients involved in project activities, reconnection to and rediscovery of art skills engendered a more positive self-image and facilitated their reintegration into mainstream society. The clients' participation in recovery and business support services further eased this transition and aided in stabilization through increased income from art sales.

The project also advanced CITC's ability to provide a wide range of services to a client base historically difficult to serve. Staff members shared that client successes have served to expand and strengthen CITC's reputation as a service capable of augmenting the reformation of Native Alaskan livelihoods. Indeed, the Two Spirits Arts Center model was recognized nationally by the Center for Indigenous Practices as a workforce development 'best practice.'

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## Goldbelt Heritage Institute




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<b>Project Title:</b>	Creating Critical Tools for Tlingit Language Survival
<b>Award Amount:</b>	\$117,132
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 2 jobs created
- 9 Native American consultants hired
- 8 elders involved
- 251 youth involved
- \$5,017 in resources leveraged
- 9 partnerships formed
- 72 native language classes held
- 258 youth increased their ability to speak a native language
- 58 adults increased their ability to speak a native language

### BACKGROUND

Goldbelt Heritage Institute (GHI) was formed as a nonprofit organization in 2007 in Juneau, Alaska. GHI works to document Tlingit language and stories to assist in the preservation of Tlingit culture and history for future generations.

Tlingit is spoken in fifteen communities in southeastern Alaska. In February 2008, GHI conducted a region-wide survey and documented 169 fluent and 20 intermediate Tlingit speakers. Survey results also indicated that school-based Tlingit language

programs are operating in many communities, but as the majority of fluent speakers are of an advanced age, native speakers of Tlingit are being lost at a rate faster than second language learners are becoming fluent.

### PURPOSE AND OBJECTIVES

The project's purpose was to provide support to the region's Tlingit language teachers in the area of language resource development.

The project's objective was to collect and disseminate previously undocumented language information from fluent elders as requested by Tlingit language teachers for their lessons. To complete the objective, the GHI linguist assembled a team of eight fluent Tlingit elders to act as the region's knowledge bank. The language team then developed partnerships with approximately 20 Tlingit language teachers and 15 students. During the school year, the teachers petitioned the language team to translate phrases from their lesson plans into Tlingit. The team collaborated to complete the translations, which were then emailed back to the teachers and disseminated to the entire cohort of partners. The collaborative work resulted in 325 verb conjugation

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packets, 3 audio recordings of verb conjugations, 5 grammar descriptions, 144 example sentences, and 1 compilation of Tlingit phrases. Finally, in cooperation with a software consultant, the language team created a web-based application of all completed resources, which can be searched by keyword.

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

Project activities directly addressed the teachers' expressed need for Tlingit language resources, thereby expanding and deepening language learning activities in approximately 20 classrooms. The dissemination of these resources resulted in 258 youth and 58 adults increasing their ability to speak Tlingit. Through the creation of the web-based application, the language team is now able to share these resources with an expanded community of Tlingit language learners and speakers.

To sustain project momentum, GHI's linguist will continue to maintain and populate the web-based application's database as the language team completes translations. Additionally, GHI has been awarded a three-year ANA grant to collaborate with Tlingit language teachers and fluent speakers to develop language curriculum. When asked to reflect on staff efforts to preserve and revitalize the Tlingit language, Dionne Cadiente-Laiti, GHI Director, concluded, "The benefits of our project are so far-reaching and we are incredibly thankful for the opportunity to continue this most meaningful work that preserves language and identity for Tlingits, Alaska Natives, and the many people who have become valued members of this ever-growing community."

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*"Understanding the language means you will understand the culture. It will teach you how to be Tlingit."*

Ed Hotch, Project Assistant

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## Kenaitze Indian Tribe



<b>Project Title:</b>	K'beq Interpretive Site Cultural Tourism Project
<b>Award Amount:</b>	\$237,834
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 6 jobs created
- 5 elders involved
- 35 youth involved
- \$19,224 in revenue generated
- \$609,884 in resources leveraged
- 42 individuals trained
- 20 partnerships formed

### BACKGROUND

The Kenaitze Indian Tribe (KIT) has approximately 1,200 enrolled members; the tribe, however, serves a total of 3,250 rural Alaska Native residents who live throughout the Kenai Peninsula. The tribe is headquartered in the town of Kenai.

In 1994, KIT signed an agreement with the US Forest Service to develop and operate the K'Beq interpretive site. K'Beq is located in Cooper Landing and features a guided walk through an archaeological native village site, a gift shop, and parking areas. As part of their long-range goals, the tribe established a Cultural and Education Committee to focus on developing cultural tourism. The committee was tasked with the

responsibility of expanding the K'Beq site and the tourism opportunities it offers to visitors.

### PURPOSE AND OBJECTIVES

The purpose of the three-year project was to expand the K'Beq interpretive site's offerings in order to increase cultural interpretive jobs and promote the cultural and economic well-being of KIT.

The project's first objective was to develop and implement 10 nightwalk performances during the summer months, attended by 20 people each evening in the first and second years, and 30 people in the third year. Nightwalk performances are dramatic representations of Kenaitze Dena'ina history, as portrayed by a narrator who leads visitors through the K'Beq site. Project staff implemented 10 performances during the first year, 33 in the second year, and 6 during the third year. Performances averaged six-ten attendees.

The project's second objective was to develop a living history project to be included on K'Beq site tours. Project staff made use of an historic cabin located on the interpretive site to house the exhibit, which initially included an archaeology lab,

information on traditional hunting and fishing, and examples of traditional dress and furniture. During the project's first year staff worked to restore and furnish the cabin. After completion of this process vandalism became a problem, as the structure is located in a remote area and does not have a security system. To meet this challenge, the cabin is now used as a theater where chairs and props are brought in and out for each use.

The third objective was to increase the K'Beq gift shop's revenue by 25 percent each year. Project staff helped meet this objective by selling gift shop merchandize at other venues and events such as annual tribal meetings, Christmas gatherings, and job fairs. Project staff tracked and monitored increases in revenue and analyzed the data at the end of each year.

The fourth objective was to implement Saturday markets at the K'Beq site for a period of nineteen weeks each year. The market would include native vendors who could also conduct demonstrations for tourists visiting the site. Project staff was unable to implement the markets as planned due to changes in their partnership with the US Forest Service. To overcome this challenge, native artists now offer demonstrations during regular K'Beq tours, and their work is also available for purchase in the gift shop.

The final objective was to implement a marketing plan to increase international tourist visits to the K'Beq site by 5 percent and increase ensuing revenue by 28 percent each year. Project staff traveled to trade shows and distributed marketing materials throughout the Kenai Peninsula. In 2007, the downturn in the economy, combined with high oil prices severely affected the amount of tourism to the Kenai area. As a result, a number of potential partnerships with international tour groups did not come to fruition. K'beq project staff therefore

focused on national tourism operations and signed an agreement with Green Adventures during the project's third year.

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

The K'Beq interpretive site is open 11am to 7pm during the summer months. Over the three years project staff hired nineteen people to work at the site, eighteen of whom are Native American. These positions include youth interpretive interns, interpreters, and nightwalk performers. The K'Beq project has therefore helped tribal members, especially youth, find summer employment. Additionally, tribal youth who worked at the site are showing increased confidence when applying to full-time jobs, as they already have resumes developed due to their work at K'Beq.

The K'Beq project also instilled a stronger sense of cultural pride in Native youth, including youth whose only participation was to visit the interpretive site. Project director Alexandra Lindgren states, the youth "have learned much more about their culture and now have greater access to cultural resources and the [native] language."

While project staff experienced some initial challenges working with the US Forest Service, the partnership is now very strong. Due to the K'Beq project being located near a Forest Service site, the agency finds it can now rely on the K'Beq staff for certain responsibilities. The partnership also resulted in Forest Service staff being more aware of the needs of the tribe regarding land use and stewardship.

Finally, the K'Beq interpretive site provides tour groups with a unique opportunity to learn about the Native American culture of the Kenai Peninsula, as told by descendents of the area's original inhabitants.



## Knik Tribal Council



<b>Project Title:</b>	Knik Tribal Workforce Development Project
<b>Award Amount:</b>	\$1,139,575
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 38 jobs created
- 33 businesses created
- 40 elders involved
- 120 youth involved
- \$558,057 in resources leveraged
- 37 individuals trained
- 35 partnerships formed

### BACKGROUND

Located in south-central Alaska, the Knik Tribal Council (KTC) is the governing body of the federally recognized Knik Tribe.

While the tribe itself has a current enrollment of approximately 1,200, the KTC provides social, educational, housing, and other services to more than 5,000 Alaska Natives and American Indians living in Alaska's Matanuska-Susitna Borough, an area approximately the size of West Virginia.

Despite a recent boom in industry and infrastructure leading to the addition of roughly 1,000 new jobs each year since 2000, the native populations in this area still confront a 24% unemployment rate. Knik

tribal members developed the Knik Tribal Workforce Development Program (WDP) to increase the native population's access to the many career and economic opportunities presently available through financial assistance and individual capacity building.

### PURPOSE AND OBJECTIVES

The purpose of the project was to substantially increase the native workforce by providing career development assistance and increased access to training, higher education, and employment opportunities.

The project's purpose also included integrating the WDP with other tribal programs.

The project's first objective was to initiate the WDP and included activities to hire staff, develop partnerships, conduct a public awareness campaign, and serve at least 40 clients. KTC hired a project manager and an education and training coordinator within the first months of the project. Project staff developed a career assessment tool and an intake form to facilitate serving clients. The education and training coordinator designed the career assessment tool to serve as a measurement of need for the WDP's financial assistance services. The form also



includes demographic data and information related to skill and current income levels. During the project's first year, staff provided services to 43 clients. KTC services include a personal assessment comprised of an interview and review of the client's assessment form, help with resumes, and the option of financial assistance to meet the clients' needs. Clients also have access to a research center where they can explore training, education, and career opportunities. The Workforce Development staff organized a November meeting for current and potential partners during which they introduced the project and described possible roles for participating entities. The public awareness campaign included public service announcements, a poster art competition, and a KTC-sponsored job fair.

The second project objective was to strengthen previously developed partnerships, conduct a workforce needs study, and continue providing services to 70 clients in the second year. Project staff organized another partners meeting, which proved so successful they plan to continue hosting them past the project's end date. The project formed 35 partnerships with groups such as the Alaska Department of Labor, the borough school district, local colleges and high schools, and five tribes in the area. KTC also conducted a study to determine the current workforce needs of the Matanuska-Susitna Borough, which determined health care, social services, and the hospitality industry as the highest ranking job markets, followed by construction and retail. Project staff therefore shaped the WDP's employment and training services to fit this information, encouraging clients to research opportunities in those industries. Project staff provided services to 90 clients in the second year.

During the project's final year, the objective was to serve an additional 70 clients and make significant progress towards full

system integration into other tribal programs. Project staff provided services to an additional 57 clients for a total of 190 over 3 years. Project staff took significant steps to integrate the WDP into other tribal programs by standardizing the career assessment form and WDP databases to collect and share data with the other programs.

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

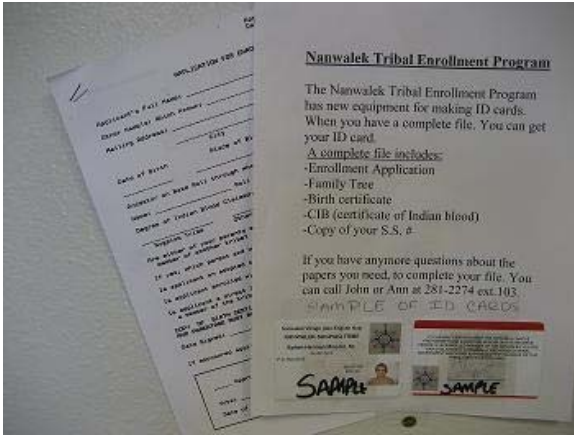
The native community members who received services through the WDP gained marketable skills, completed higher education courses, started businesses, or found employment. All of these achievements mark steps toward greater self-sufficiency. Staff expressed that the project gave people a sense of hope and renewed confidence in themselves. The WDP enabled people to break the process of career development down into manageable steps, providing increased access to and education on opportunities previously considered unattainable.

KTC can now access demographic data and other information collected by the WDP, increasing their ability to provide services to their membership and client base.

Matanuska-Susitna Borough businesses benefit from a larger and more qualified employee pool. Some local businesses were able to fill previously unmet staffing needs, and even expand, as a result of this project.

The WDP benefited a diverse array of people including college students, single mothers, elders, and ex-offenders. Due to strong partnership development during project implementation, the tribe hopes to continue providing services through the WDP.

## Nanwalek IRA Council



<b>Project Title:</b>	Nanwalek IRA Council Tribal Enrollment Project
<b>Award Amount:</b>	\$92,500
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 2 jobs created
- 11 elders involved
- \$1,170 in resources leveraged
- 2 partnerships formed

### BACKGROUND

The Native Village of Nanwalek is located on the southwestern tip of the Kenai Peninsula along the coast of the Kachemak Bay and is accessible only via air or water. For the past four years, Nanwalek has experienced a significant population boom with a double digit birth rate. The 2000 national census reported 177 people resided in the village; however a recent tribal estimate of the population is approximately 300.

The tribe does not currently have a tribal enrollment system and uses a hand written ledger for tracking tribal membership. This system is both ineffective and inefficient for providing accurate tribal enrollment data and does not allow the tribe to produce data reports or provide its members with membership cards.

### PURPOSE AND OBJECTIVES

The purpose of the project was to establish a tribal enrollment system to enable the tribe to document all enrollment actions, produce reports on tribal members, and provide membership cards.

The first objective was to establish a tribal enrollment system. The tribe purchased the Progeny system software and a fireproof safe for storing confidential files within the first months of the project. Newly hired project staff, including a tribal enrollment clerk, then entered all existing data into the new system. This two-month process involved utilizing the Bureau of Indian Affairs system to transfer the 130 existing files from names to numbers while simultaneously updating each individual's personal information including their family tree and contact information. To begin the process of inputting new membership entries into the system, the tribal clerk developed an application form. Documentation required for new members includes a completed application form, family tree, birth certificate, social security number, and a certificate of Indian birth (CIB) card. As of the final months of the project, there were

almost 300 members entered into the system, which accounts for 75 percent of all known tribal members. Other activities completed for the project's first objective included cross training on the Progeny system for the tribal administrator and assistant in the event of staff turnover. The tribe also purchased a membership card printer, and held a community meeting for the sole purpose of taking pictures and distributing cards.

The project's second objective was to enhance public awareness on tribal membership and improve communications between the Nanwalek Tribal Council, enrollment committee, and tribal members. Project staff presented the project at an annual tribal meeting in October and provided participants with the opportunity to enroll and/or update their information. Project staff members gave presentations and distributed information regarding the benefits of tribal enrollment, such as increased access to government programs. These presentations took place each month for the duration of the project. The tribal enrollment committee and the tribal council met on a regular basis to discuss issues surrounding tribal enrollment.

The project's third objective was to increase the tribe's and project staff members' knowledge regarding current federal and tribal laws regarding tribal enrollment.

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

For the Nanwalek tribal community, formal tribal enrollment provides both a sense of security and identity. Tribal members now understand and can begin to take advantage of the programs and other benefits available to them, meaning greater access to health care and improved chances for employment in the area.

The tribe now has easy access to demographic data, which is especially

helpful when applying for grants. The new software brought improved efficiency and organization to the tribe's enrollment files, and also contributed to greater confidentiality regarding ancestry and enrollment issues. Finally, should anyone request information, there are staff available to help them locate specifically what they need.

*"The project has really brought the people together. People have a sense of belonging. We are a part of something."*

John Kvasnikoff, Enrollment Clerk

## Native Village of Eyak



<b>Project Title:</b>	Ilanka Native Arts Consortium
<b>Award Amount:</b>	\$472,935
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 6 businesses created
- 8 elders involved
- 20 youth involved
- \$131,495 in revenue generated
- \$66,530 in resources leveraged
- 178 individuals trained
- 12 partnerships formed

### BACKGROUND

The Native Village of Eyak (NVE), located in Cordova, is a federally recognized governing body serving 500 tribal members.

In 2001, the NVE constructed the Ilanka Center, a community wellness center housing NVE offices, health care facilities, tribal programs, a Native Cultural Center, a museum, and a gift shop. The gift shop was set up as a venue to sell traditional native art and help support the facility. Unfortunately, Cordova's geographic isolation, coupled with cruise line and ferry service changes and interruptions, harmed the shop's sales.

### PURPOSE AND OBJECTIVES

The purpose of the project was to develop an artists' consortium that would create sustainable revenue for the Ilanka Center. The consortium would empower tribal artists to create self-sustaining income by facilitating the start-up of Native-owned cottage industries and promote economic diversification within the Tribe.

The project's first objective was to form the Ilanka Native Arts Consortium (INAC), enroll members, and present the art of 20% of artists-members for sale in the INAC gallery or on its website. Project staff sought to enroll 100 members by the end of year 2, including 75-85 general members and 15-25 artist-members, and to generate an income of \$140,000 by the end of year 2.

To form the consortium, project staff created policies and procedures, recruited members, acquired and maintained a raw materials cache, and created a calendar of events. In two years, project staff succeeded in recruiting 93 members, including 21 Native artist-members who exhibited in the gallery and sold art online. Sixty-six artists utilized the raw materials cache, which provided them with animal skins and other raw

materials for their art. INAC also provided artists with business skills and financial literacy training, and conducted art classes and workshops for consortium members and other community members. To create awareness of the consortium and its products, the project director made many informational presentations at cultural gatherings throughout the state, including two at statewide arts and crafts conventions.

The second objective was to implement a two-phase marketing strategy. In year one, INAC sought to produce and distribute five pieces of printed collateral, create an online store on the worldwide web, and advertise in local, state, and national media outlets. Project staff successfully completed these tasks, producing 12 different note cards for distribution in Ilanka Cultural Center media kits, creating an online store, advertising on local radio, advertising online through the Anchorage Daily News, generating press releases for media outlets, and securing interviews in various publications, including the Cordova Times and First Alaskans magazine. Project staff had some difficulty establishing an online merchant services agreement through the village's bank, but through negotiation and dialogue were able to establish the first-ever tribe to bank agreement allowing a limited waiver of sovereign immunity for this type of services. The procedure created will allow other tribal entities to easily apply for online merchant service agreements in the future.

In year two, the INAC promoted the online store through print advertising, broadcast media and online advertising venues, further extending its marketing campaign, reaching a greater number of media outlets. INAC's media kits included rack cards, brochures, note cards, and other marketing information. Staff reached out to Alaska Magazine, Native Peoples Magazine, American Indian Art, National Museum of the American Indian, and local television stations.

## **OUTCOMES AND COMMUNITY IMPACT**

The establishment of the Ilanka Native Arts Consortium has had numerous positive effects on the Native Village of Eyak, the Cordova community, and local artists in several ways. The online shopping site created by project staff had nearly 25,000 visits and the Ilanka Cultural Center had over 2,300 visitors in over 2 year, generating \$122,730 in sales for the Cultural Center. INAC also earned \$8,875 from the sale of raw materials to native artists. Native artists earned money through the sale of artwork to INAC, benefiting from high quality marketing support, access to affordable raw materials, and the chance to show their work in public. Due to the project, six local artists established home-based traditional craft businesses. Moreover, many artists learned important skills in marketing, understanding business, and financial literacy.

The traditional art workshops were attended by 165 community members, almost half of whom were non-native people. For natives, the workshops promoted strong cultural identity and pride in their heritage, enabling them to learn art skills and traditional handicrafts, and affording them the chance to spend time together, with elders, and with others in the community. For non-native participants, they fostered greater respect for and understanding of NVE people and traditions. For the community as a whole, the workshops drew people together, broke stereotypes, and fostered social cohesion.

Though the INAC does not yet provide sufficient funding to sustain the Cultural Center, NVE continues to support the Center. The project director is now the consortium director, and utilizes the online store, raw materials cache, and marketing materials to continue promoting local art, empowering tribal artists, and generating revenue for the Ilanka Center.

## Native Village of Georgetown



<b>Project Title:</b>	Tribal Leaders Youth Camp
<b>Award Amount:</b>	\$207,214
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 2 jobs created
- 6 elders involved
- 11 youth involved
- \$20,154 in resources leveraged
- 14 individuals trained
- 6 partnerships formed

### BACKGROUND

The Native Village of Georgetown is located in southwestern Alaska, 250 air miles from Anchorage. The village is remote and inaccessible by road. Though it has 117 members, only 2 are full-time residents. The Tribal Council and members, however, are working together to resettle the village in the next decade, with a goal of bringing 32 families to the village's 26 land parcels.

### PURPOSE AND OBJECTIVES

In their plan to re-establish traditional lands, establish a sustainable township supporting traditional and contemporary values, and capitalize on new economic opportunities in the area, village leaders recognized the need to cultivate the leadership ability, skills, and talents of village youth. Furthermore, they sought to familiarize youth with career

opportunities in the area, enhance their capacity to live independently on tribal lands, and connect them with the culture and traditions of the village.

The project's first objective was to create a Tribal Leaders Youth Camp implementation plan by month six, enabling camp participants to develop skill sets for living and working in rural Alaska, practice personal responsibility, and understand the economic opportunities available to them. To accomplish this, the project team sought collective input of the Council, tribal members, partners in the community, potential camp participants, and their parents. Project staff advertised the program to members to increase project awareness and to garner the participation of both youth and community volunteers. Because the tribe was unable to get needed bureaucratic permissions to build a community center, a phase of the camp intended to focus on construction skills was shortened from one week to two days. By working with various community partners, however, the grantee was able to assemble a highly ambitious and educational camp agenda for the youth.

The project's second objective was to recruit six camp participants and host the inaugural Tribal Leaders Youth Camp. Though six



Georgetown youth were recruited, only five were able to attend the camp, held from July 3 -12 in Georgetown. Camp activities included an economic tour of the Native Village of Napaimute, tours of George River escapement weir and Donlin Creek Mine, scholarship application training, a watershed presentation from Kuskokwim Native Association (KNA) fisheries, and a two-day, hands-on construction demonstration in which youth participants helped build handicapped accessible outhouses. Youth also participated in subsistence activities such as fishing and gathering, discussions that enhanced traditional knowledge and cultural identity, and the annual all-member gathering on the last day of camp.

The third objective was to evaluate the first youth camp and update the second year camp plan by project month 18. To do this, project staff analyzed surveys participants completed after each activity, learning what the youth learned, enjoyed, and areas for improvement. After analyzing this and reflecting on the lessons they had learned, project staff moved the camp site from Georgetown to more comfortable facilities in nearby Sleetmute; worked with partners to ensure logistical problems identified were addressed; developed a new transportation plan; and devised a new construction project with sessions on how to plan a building project, read building plans, make a materials list, and build a storage shed.

The fourth objective was to host the second Tribal Leaders Youth Camp, with six youth participants. The second camp, with six participants, proceeded more smoothly than the first, as staff and partners knew better what to expect, how to plan activities, how to handle logistical issues, and how to work well together. The Napaimute tour, as in year one, included a visit to the old town site, and an economic development tour, in which youth learned about economic development strategies devised by

Napaimute leaders to restore, reestablish, and repopulate the town. At the Donlin Creek Camp youth toured mine facilities and camp operations sites and were given a helicopter ride by the Barrick Corporation to the mine site. Youth campers visited KNA fisheries, toured its facility, learned about past and present projects, and studied watershed issues and careers in environmental management with the director of the KNA Watershed Program. As in year one, they participated in scholarship application training and attended the village's all-member gathering.

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

All of the youth who participated in the project expressed positive feelings about their experience. Surveys indicate that they appreciated learning about local career opportunities, including how to make a living in their home region without having to relocate and about how each could advance his/her own education. The youth had a chance to reflect on their heritage, traditions, culture, and land; the opportunity to work with elders, meet relatives and learn family histories; and to build a network of new friends and possible future employers. They learned about leadership and gained valuable skills, particularly construction skills, which gave them a sense of accomplishment, self-confidence, and a higher degree of employability.

Some of the youth involved in the camps have already begun to have an impact in their communities. One of the youth leaders participating in the first camp was elected to a 3-year term on the Georgetown Tribal Council at the Tribe's annual meeting in July 2009. Another youth put his skills to use constructing a chapel for the Napaimute community. Project staff expect other youth involved in the camp to find meaningful ways to contribute their community.

## Native Village of Napaimute



<b>Project Title:</b>	Napaimute Airstrip Phase III – Economic Enhancement
<b>Award Amount:</b>	\$125,680
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 2 jobs created
- 1 business created
- 8 elders involved
- 10 youth involved
- \$15,000 in revenue generated
- \$128,986 in resources leveraged
- 6 individuals trained
- 13 partnerships formed

### BACKGROUND

Established in 1906 and federally recognized in 1994, the Native Village of Napaimute (NVN), with 84 members, is located on 650 acres on the north bank of the Kuskokwim River, 28 miles east of Aniak. The village's 16 seasonal residents generally spend less than 8 months per year there due to the annual freezing of the river. The village was inaccessible in winter until 2005, when the Tribe finished the construction of a gravel airstrip. Since then, air access has made permanent settlement a viable possibility; many NVN members

have begun homesteading, developing their own lots for home sites.

### PURPOSE AND OBJECTIVES

The purpose of the project was to install gravel pads, water systems, and septic systems on two sites adjacent to the airstrip, with the intention of leasing these sites to businesses. The businesses leasing the sites would provide services for Napaimute residents, generate revenue for the village, create job opportunities, and allow Napaimute to capitalize on opportunities presented by the development of a gold mine in nearby Crooked Creek.

The project's first objective was to identify sites adjacent to the airstrip suitable for the type of development necessary for the commercial lease spaces. To find appropriate sites, project staff reviewed previously-carried out NRCS soil surveys and conducted extensive ground-truthing. Then the sites were inspected and approved by the Napaimute Traditional Council (NTC), all in the first month of the project.

The second objective was to prepare the pads and install the water and septic systems. To accomplish this, the project



team negotiated and signed a contract for gravel purchase, advertised for a well driller, hired laborers to clear the sites, cleared trees from a 40,000 square foot area, arranged for the delivery of gravel, and purchased and transported supplies for the septic system. Though the early onset of winter made it impossible to finish the clearing and hauling of gravel to the site, a stretch of mild weather in March enabled the grantee to finish site preparation and stockpile gravel.

The grantee faced a major challenge when the only locally available well driller, moved from the area with the only locally available well drill. New bids to drill the wells were twice the original estimate. To overcome this challenge, the grantee devised a plan in which Napaimute homestead families were given the option of having wells drilled on their private property during the same period that project wells were being drilled. This enabled drilling costs to be spread between the families and the project, serving as a win-win situation. Ten families had wells drilled on their land at well below the market cost and the project was able to save money on the unforeseen drilling expenses.

Despite this inventive solution, the cost of drilling nonetheless consumed greater project funds than originally anticipated. To cope with this, the project team worked with the village's environmental coordinator, an expert in septic systems, to install the septic system as an in-kind service, and paid for labor and some drilling costs with NVN funds. They were able to clear the site, prepare gravel pads, drill wells, and install the septic system needed for the business lease sites. By project's end, the project director had already begun advertising the availability of commercial lease space at its airstrip.

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

The project director has stated that one of the two pads developed will be leased to

Napaimute Enterprises, LLC, the subsidiary that funds the Tribal government, administration, and services to village members. He has spoken with members to find out what kinds of businesses and services they want in the space; initial ideas include a laundromat, post office, and a convenience store. He has received inquiries, including one from an aircraft repair business, about leasing the second space.

During the project, the project director, aware that the village had a surplus of timber from clearing its airstrip and the project site, entered a contest sponsored by the Alaska Federation of Natives, winning \$29,060 for the village to purchase a firewood processing machine and supplies. While the site was still being cleared, the business created employed three NVN members who earned wages for themselves and generated \$15,000 in profits for Napaimute.

The innovative ways in which project staff worked to accomplish project goals and objectives, create new jobs, and facilitate the development of homesteader lots, following previous accomplishments such as the clearing and completion of the airstrip, have convinced members that Napaimute has the leadership, problem-solving ability, and commitment to be a vital, sustainable community. Village members are becoming more confident that the community can have the access, facilities, and services needed to support year round residency.

*“There is a growing sense of pride about what is happening here, and we have a lot more local control of the economic matters that affect us.”*

Mark Leary,  
NVN Development/Operations Director

## Native Village of Port Graham



<b>Project Title:</b>	Port Graham Salmon Economic Development Project
<b>Award Amount:</b>	\$696,511
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2005 – June 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 2 Native American consultants hired
- 5 elders involved
- \$262,268 in resources leveraged
- 27 individuals trained
- 6 partnerships formed

### BACKGROUND

The Native Village of Port Graham is a coastal maritime community located on the Kenai Peninsula. Currently, the population of Port Graham is 130 people, most of Alutiiq ancestry. The members of the Port Graham community rely upon subsistence fishing, hunting, and gathering practices to provide for their families. Subsistence knowledge, such as reproductive cycles and appropriate harvesting techniques, is passed down from one generation to the next.

For over a century, the local salmon cannery served as the main source of economic support for the community. Decreases in the profitability of Alaska's commercial salmon industry resulted in the closure of the cannery in 1989. In the time since, Port

Graham conducted studies and determined the plant could reopen and be a viable enterprise if it produced value-added salmon products. This undertaking would require the village to enhance the local pink salmon run and establish a sockeye run to provide the raw materials needed for production.

### PURPOSE AND OBJECTIVES

The purpose of the project was to provide training for value-added processing, produce value-added salmon products, implement a marketing plan, and initiate work on developing a sockeye salmon run to Port Graham.

The first objective was to train six residents of Port Graham or the neighboring village of Nanwalek in management, supervisory, and quality control techniques for value-added salmon processing. Over the course of the three-year project, 27 people received training at the Indian Valley Meats facility. The state-certified training included courses on canning, smoking, knife sharpening, hazard analysis and critical control points, and value-added product production. Some trainees also completed managerial training courses.

The project's second objective focused on producing salmon to be processed into value-added products at Port Graham's facility. During the project's first year, inspections at the processing plant determined the dock to be unstable, rendering the facility unusable for hauling and transporting the fish. Additionally, the freezer and ice machine needed for storage were out of order. To overcome these challenges, project staff requested a project modification including a nine-month extension to purchase the salmon on the open market. Port Graham then contracted with Indian Valley Meats to produce the value-added salmon products at their facility instead.

The third objective was to produce value-added salmon products. As stated above, production took place at Indian Valley Meats' facility, beginning in the project's fourth year. A number of the Port Graham and Nanwalek trainees took part in the production.

The project's fourth objective was to design and implement a marketing plan for the value-added salmon products. These activities were contracted to Indian Valley Meats.

The fifth objective was to initiate a program for establishing a sockeye salmon return to Port Graham. Due to a lack of operational funds for the Port Graham hatchery, no activities took place onsite. Port Graham incubated sockeye eggs at Trail Lakes Hatchery in Moose Pass, Alaska. Residents of Nanwalek released smolt into their waters in late 2008, however a solid run had not been established by the end of the project.

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

The Port Graham and Nanwalek residents who participated in training at Indian Valley Meats received a comprehensive education on producing value-added salmon products.

Some trainees also completed managerial courses, improving their chances for employment. Many of the trainees are now gainfully employed either by Indian Valley Meats or another fish processing facility in the area.

Port Graham's tribal government benefited from the new findings and background work completed by Indian Valley Meats regarding the market for value-added salmon products.

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*"The people have a better idea of what the future can look like for the seafood processing facility."*

Patty Brown-Schwalenberg,  
Executive Director Chugach  
Regional Resource Commission

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## Nome Native Arts Center



<b>Project Title:</b>	Capacity Building of Nome Native Arts Center
<b>Award Amount:</b>	\$134,446
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- 50 elders involved
- \$1,845 in resources leveraged
- 1 individual trained
- 22 partnerships formed

### BACKGROUND

The Nome Native Arts Center (NNAC) is a nonprofit organization established in 2008 and located in Nome, Alaska. The Center's mission is to improve the economic well-being of Alaska Native artists and help establish fair market pricing for works of art created by Alaska Native people.

Community-based artistry is a supplement to, and in some cases, the sole income source for families in the Bering Straits region. The traditional materials used to produce the art are expensive and hard to come by; oftentimes artists are forced to use middlemen who charge significantly for their services. Artists in the region are also grossly under-compensated for their artwork by retail shops catering to tourists.

### PURPOSE AND OBJECTIVES

The purpose of this project was twofold: expand the capacity of the NNAC by developing a policies and procedures (P&P) manual and establishing a five-year strategic plan; and conduct a study on the financial impact of native artistry sales and production in native communities.

The project's first objective was to complete a financial impact study on a total of 150 households in 5 communities, and to hold a public meeting on the protection of cultural and intellectual property rights in each community. Project staff prepared a draft survey to present to the NNAC board for approval. The project director attended training on the protection of cultural rights in preparation for the public meetings. Further work done toward completion of this objective could not be verified by the end of the project timeframe.

The project's second objective was to develop a P&P manual and a five-year strategic plan for the Nome Native Arts Center. The NNAC board began drafting a strategic plan, but did not complete it prior to the end of the project. The board approved one policy for the P&P manual, but did not reach a decision on procurement,

financial management, or consignment policies.

ANA was unable to determine a more detailed picture of this project's accomplishments and impact data at the time this report was written, as final reports from the grantee have not been received.

**OUTCOMES AND COMMUNITY IMPACT**

Due to the challenge mentioned above, the outcomes and community impact from this project have not been established. NNAC did not conduct the financial impact study, nor did they develop and approve a P&P manual and five-year strategic plan.

## Qutekcak Native Tribe



<b>Project Title:</b>	The Qutekcak Learning & Culture Center Volunteer Project
<b>Award Amount:</b>	\$111,233
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 1 job created
- 12 elders involved
- 10 youth involved
- \$4,400 in resources leveraged
- 26 individuals trained
- 12 partnerships formed

### BACKGROUND

The Qutekcak Native Tribe (QNT) is located in Seward, Alaska, and was incorporated as a nonprofit organization in 1972. In 1991, the Tribe formally began pursuing federal recognition. Although QNT has not yet received this recognition, the tribal members consider QNT to be their representative in governmental affairs.

The current Seward population includes 920 Native Alaskans from a variety of cultures, whose families over several generations have either settled or been forced to relocate in Seward for many reasons, some resulting in separation from their own people and historical trauma. Of this number, 346 have formally enrolled in the QNT. According to Tribal leaders, the Tribe's cultural diversity

presents difficulties, because there is not a single, unifying heritage to which members identify. This also presents opportunities, as it allows members to share aspects and learning from their respective cultures with people from other cultures in the Tribe.

### PURPOSE AND OBJECTIVES

The purpose of this project, called the Qutekcak Learning and Culture Center (QLCC) Volunteer Project, was to improve QNT members' pride in their heritage and culture through the creation of a volunteer program in which participants would learn the traditions and ways of their people in order to teach them to other tribal members. Project staff sought volunteers of all ages, but focused primarily on recruiting participants between ages 19 and 54, ages usually underrepresented at QNT activities and events.

The project's first objective was to develop a volunteer curriculum, with the help of three community partners, by project month seven. Though two partners did contribute to the curriculum, the majority of the curriculum was developed by the volunteer participants themselves. At three "culture



share” events, a core group of 16 volunteers, recruited primarily through the tribal newsletter, were asked for input on what they wanted to learn, what they could teach, and other ways they could contribute to the project. From these discussions, the volunteers created a curriculum centered on language, cultural values, food, subsistence, music and dance, artifacts and archaeology, and arts.

The project’s second objective was to train 7 to 10 volunteers using the newly developed curriculum, and to develop a volunteer registry and a schedule of classes and community events promoting tribal culture. To train volunteers and share traditional knowledge with the community, the grantee conducted 16 classes, each documented with a lesson plan. Sessions included salmon drying and canning, beaver fleshing, Alaska Native languages, native cultures by region, native dance and music, and many other topics. At the end of each class, surveys were conducted to evaluate the effectiveness of the instructor and the value of the lesson to the participants. The project staff also hosted two group field trips, including one to K’beq’, a Kenaitze Indian Tribal interpretive site promoting understanding of cultural and natural resources, and another to the Alaska Native Heritage Center in Anchorage. Furthermore, volunteers participated in the QNT Annual Sobriety Gathering, a Seward Chamber of Commerce "Chamber after 5" event, and several smaller events aimed at building community cohesion and fostering a sense of tribal unity and understanding of QNT cultural values.

By the end of the project, 32 people had volunteered, including 5 who contributed over 45 hours to the project. A schedule of events was posted in the tribal newsletter and on the QNT website. Project staff developed the volunteer registry in the first quarter of the project, and updated it throughout the project period.

## OUTCOMES AND COMMUNITY IMPACT

Through this project, the QNT has seen a significant increase in participation at tribal community events, including increased participation by families. Chellie Skoog, the project director, stated, "Tribal members come here not just to receive social services, but to connect with one another. We have provided a home - a place to come... and new faces are coming together, finding strength in knowing they are not alone in the Seward community, and even learning each others’ family histories." Critically, the project was able to involve 14 volunteers in the 19 to 54 age group, reconnecting them to Alaska Native culture and traditions, enabling them to learn from elders, feel a sense of pride in their identity as Native Alaskans, and develop as community leaders. Elders, tribal leaders, and project staff feel their involvement and commitment will provide a stronger foundation for QNT youth, and enable the tribe as a whole to develop and maintain a stronger sense of native identity and unity.

Through several events and exhibitions, the project provided Seward visitors and non-native community members the chance to learn about QNT culture. These events increased awareness of Alaska Native culture, highlighted positive contributions QNT members made in the Seward community, and encouraged a greater understanding of the tribe and its members. Project staff feel these efforts have built meaningful bridges to the non-native community, and may have already begun to result in greater respect and less prejudice towards the QNT community.

The QNT Council committed \$15,000 to continue funding the project in 2010, allowing tribal members to continue having a venue through which to share their heritage, culture, and Alaska Native pride.

## Seldovia Village Tribe



<b>Project Title:</b>	Seldovia Enterprise Expansion
<b>Award Amount:</b>	\$863,805
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2005 – Feb. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 7 jobs created
- 1 business created
- 22 elders involved
- 29 youth involved
- \$5,500 in revenue generated
- \$48,250 in resources leveraged
- 17 individuals trained
- 33 partnerships formed

### BACKGROUND

Seldovia Village Tribe (SVT) is located in Seldovia, Alaska, adjacent to a rich marine ecosystem near the southern end of the Kenai Peninsula. Almost 25% of the community's 450 residents are Native Alaskan, mainly of Kenaitze, Aleut and Sugpiaq Alutiiq descent. The name Seldovia is derived from a Russian word meaning "herring bay," and commercial fishing, continues to be an integral part of the community's economy alongside subsistence practices.

In recent decades, Seldovia experienced a decline in economic activity, leading many

residents to emigrate in search of jobs, a prevalent trend amongst SVT's youth as well. To create job opportunities in the community, SVT opened a food production company in 1993 to make berry-based syrups, jams and jellies through a product line called the *Alaska Tribal Cache (ATC)*. SVT members picked and sold berries to ATC, thereby opening a small income generating opportunity within the community. By the early 2000's, however, the company had experienced a steep downturn in sales due to the variability in berry crops, increased competition in the artisan berry industry and the lack of in-house business skills needed to develop and expand the product line.

### PURPOSE AND OBJECTIVES

The purpose of this project was to revitalize the company and engage the community in the process.

The project's first objective was to partner with local youth and business owners to conduct product research and develop marketing strategies for at least five new plant-based products. Staff worked with 29 local high school students to develop a marketing calendar and assist with project



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activities. The interns received small stipends and school credit for participating. Staff also worked with tribal elders and consultants to research potential new plant-based products, leading to the creation of two new teas, two vinaigrettes, two new sugar-free jellies and new candies. Staff then worked with consultants to revise the product line's physical image, changing the line's name to *Alaska Pure Berry* and redesigning its packaging. They also updated the company's website to facilitate purchases from individuals and wholesalers.

The second objective was to create at least three new local job opportunities and discover two new markets for the company's product line. Staff developed a new business owner's guide for small and seasonal businesses and brochures to market the products, which they presented at four tourism and trade shows. Partner businesses also received marketing and product development trainings alongside project employees. Staff then intended to partner with an Alaskan company to construct and utilize a drying facility in order to develop dry food products. This effort failed to materialize when the partnership fell through. In response, staff created a catering service attached to the community center, which created two part-time jobs. Throughout the project, staff focused on increasing visitors to Seldovia and its community center, which can be rented for meetings and special events.

One of the project's main challenges was a high rate of turnover in the project director position. This created difficulty maintaining project continuity and hindered tracking and reporting efforts.

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

The one part time and two fulltime high school teachers appreciated the project because it motivated students and helped reduce their class sizes for certain periods of

the day, allowing for more flexibility in educational planning. The 29 youth received stipends, high school credit and job experience in an office environment, something which is relatively rare in Seldovia. They also frequently participated at elder meals held during the project, encouraging roundtable discussions on the tribe's culture and history and increasing intergenerational interaction.

For the tribe, the project injected funding needed to conduct research and streamlined its business processes with assistance from consultants. These efforts should help maintain the company's long-term business prospects, thereby sustaining temporary and fulltime work opportunities for community members. The new catering operation generated \$5,500 in the project's final phase, enough to temporarily sustain work for two community members as they secure additional contracts. Partnering local businesses saved money by receiving free trainings and publicity from the increased use of the community center for special events, as well as the overnight guests they attract.

## Sitka Tribe of Alaska



<b>Project Title:</b>	“Made in Sitka” Small Business Development Project
<b>Award Amount:</b>	\$524,734
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 5 jobs created
- 7 businesses created
- 3 elders involved
- 14 youth involved
- \$112,015 in revenue generated
- \$635,168 in resources leveraged
- 53 individuals trained
- 12 partnerships formed

### BACKGROUND

The city of Sitka is located on Baranof Island in southeastern Alaska and has a population of approximately 8,800 people. The Sitka Tribe counts approximately 4,000 members, of whom about 2,000 live in the immediate community.

In 2005, the tribe opened the Sitka Tribal Tannery with the dual goals of protecting the community’s shellfish resources from a rising sea otter population and ensuring that the pelts of sea otters hunted in the Sitka region are processed and available for use by Sitka Native artists.

### PURPOSE AND OBJECTIVES

The project’s purpose was to expand the marketing and processing capabilities of the Sitka Tribal Tannery and to provide business development training to Sitka’s native artists.

The project’s first objective was to expand the Sitka Tribal Tannery marketing efforts. To complete the objective, the tannery hired a marketing specialist. In collaboration with tannery staff, the marketing specialist produced pamphlets, a website, and two commercials in an effort to promote the tannery outside the Sitka community. Over the course of the project, the number of visits to the tannery’s website tripled annually, signifying a growing awareness of, and interest in, the business’s services. For each of the project’s three years, tannery staff participated in the Alaska Federation of Natives annual conference and trade show with a display that shared examples of the Sitka Tribal Tannery’s processed furs and skins, as well as handicrafts produced by Sitka’s tribal artists. Overall, the tannery generated a total of \$112,015 in revenue during the three-year project timeframe, with a 50% growth in annual sales over pre-

project totals. Tannery staff also expanded from two to two-and-a-half employees to meet the increased demand generated from the expanded marketing efforts.

The project's second objective was to develop and implement the Sitka Tribal Artist and Small Business Development Certification Program. Staff originally envisioned a single certification program to be administered through a partnership with the University of Alaska. Upon implementation, staff separated the program into four separate sections: internships, business development training, hunting safety, and skin sewing. For the internship program, tannery staff was not successful in their community outreach efforts, but instead held a workshop on harvesting and tanning a sea otter pelt in which 16 tribal youth participated. For the business development training, the Sitka Business Resource Center presented a six-week course on such topics as writing a business plan, managing finances, and marketing. Twenty-nine tribal artists completed the course, resulting in the start-up of seven microbusinesses and the expansion of seven existing businesses. For the hunting safety course, staff encountered challenges recruiting participants, as the State of Alaska does not require participation in a hunter safety course in order to receive a hunting license. While 14 youth and 3 adults completed the course, the stated project target of 20 participants was not met. Finally, staff presented a sea otter pelt sewing class, which seven tribal artists completed.

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

For the Sitka Tribal Tannery, increased exposure from marketing activities has led to 50% higher revenues, an expanded customer base, and enabled the hiring of additional staff. Project staff shared that their quality of work has also increased over

the project timeframe, and this, along with enhanced public awareness, has led to the situation where the tannery now tans 60% of sea otters harvested in Alaska.

For the 53 Sitka tribal members participating in the project workshops, an opportunity was created to learn the traditional importance of the sea otter to the Sitka Tribe, and how to properly and responsibly utilize this resource.

To sustain the tannery's progress realized through this project, the Sitka Tribe applied for and received a \$574,000 grant from the Economic Development Administration to construct a new 3,500 square foot tannery building. The new facility will eliminate \$24,000 in annual rent payments, strengthening the tannery's position as a productive and sustainable business. Tannery staff also submitted funding requests to purchase and receive training on additional processing and tanning equipment, but the status of these requests was undecided at the conclusion of the project timeframe.

## Sitka Tribe of Alaska



<b>Project Title:</b>	A Comprehensive Survey of the Status of the Tlingit Language in Sitka, Alaska
<b>Award Amount:</b>	\$70,858
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- 5 elders involved
- 9 youth involved
- \$5,000 in resources leveraged
- 8 partnerships formed
- 1 language survey developed
- 300 language surveys completed

### BACKGROUND

The city of Sitka is located on Baranof Island, one of the many islands that comprise the Alexander Archipelago of southeastern Alaska. Sitka's population is approximately 8,800 people. The Sitka Tribe counts approximately 4,000 members, of whom about 2,000 live in the immediate community.

The area surrounding Sitka has been the ancestral home of several Tlingit clans for thousands of years. The Sitka Tribe's 2005 Strategic Plan and 2008 Needs Assessment identified Tlingit language preservation and revitalization as a top priority of the community. However, the status of the

Tlingit language in the community was unknown.

### PURPOSE AND OBJECTIVES

The project's purpose was to complete a comprehensive report on the status of the Tlingit language in the Sitka community.

The project's objective was to survey the Alaska Native community in Sitka to determine the status of the Tlingit language, and to develop a report from the survey findings. To complete the objective, project staff first developed a language survey with the guidance of a Tlingit language consultant to ensure the creation of a culturally appropriate and comprehensive document. Project staff then hired and trained two community members to conduct the survey distribution and collection. To record the necessary data, the assessors distributed surveys at tribal community events, conducted a door-to-door canvass, and contacted tribal members by phone. Staff collected 300 completed surveys, exceeding the stated target of 231. Staff then contracted with a data analysis company which organized all the survey data and analyzed the resulting data sets. Survey results indicated that 31 respondents

learned Tlingit as their first language. Of these, fourteen consider themselves to be fluent in Tlingit, a 5% fluency rate. Overall, 64% of respondents disclosed that they speak or understand less than 25 Tlingit words. However, 79% of respondents expressed interest in learning more of the Tlingit language, and supplied answers to their preferred method and type of language program. Project staff compiled all information and findings into a comprehensive report and submitted it to the Sitka Tribal Council for their review.

### **OUTCOMES AND COMMUNITY IMPACT**

For the Sitka tribal community, participation in the language survey fostered an environment of empowerment, as they were provided an opportunity to give guidance on the type of language programs they would like implemented. Tribal members overwhelmingly supported the development of a community language class which emphasizes inclusive intergenerational activities.

Sitka tribal leaders now have clear, current, and accurate information about the language status and needs of their community. A foundation for appropriate policy implementation and project development has therefore been successfully built by the work of this project. The plan produced from the survey forms the collective voice of the Sitka tribal community, and will form the basis for the prioritized tasks of the Tribal Council. Finally, and perhaps most importantly, the completed plan provides the needed foundational data for all future grant applications and language development initiatives of the Sitka Tribe.

To sustain the project's momentum, staff will continue to strengthen the partnership network developed during project activities to learn best practices and share resources on language preservation methods. Staff has also secured a two-year ANA grant to

develop a strategic plan to preserve, maintain, and revitalize the language of the Sitka Tribe.

*“We have identified the degree to which the community wants the Tlingit language preserved and revitalized. We have even found that we have more language resources than what we originally thought.”*

Kathy Hope Erickson,  
Project Manager

## Sun'aq Tribe of Kodiak



<b>Project Title:</b>	Sun'aq Tribe Healthy Families Initiative
<b>Award Amount:</b>	\$273,564
<b>Type of Grant:</b>	Social and Economic Development Strategies - Family Preservation
<b>Project Period:</b>	Sept. 2005 – March 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 35 elders involved
- 133 youth involved
- \$10,540 in resources leveraged
- 67 individuals trained
- 14 partnerships formed

### BACKGROUND

The Sun'aq Tribe of Kodiak is a federally recognized tribe, part of the Alutiiq cultural group, and located on Kodiak Island in the Gulf of Alaska. Kodiak Island is the second largest island in the United States and has a population of nearly 14,000 people, 1,500 of whom are members of the Sun'aq Tribe. The mission of the Sun'aq Tribe is to rebuild their traditional political and cultural institutions and practices. Kodiak lacked culturally appropriate relationship counseling and support services and the available services were often inconsistent with traditional Native Alaskan values, such as recognition of the importance of the extended families to many Native Alaskans.

### PURPOSE AND OBJECTIVES

The purpose of the project was to give Kodiak Native Alaskan families the tools, information, and support they need to make healthy life choices and to form and sustain healthy marriages.

The project's first objective was to develop a culturally consistent curriculum and counseling strategies for continuing use in the community. During the first year of the project, project staff had difficulty finding a curriculum that was culturally appropriate and met the needs of the project. In the second year, the grantee begun using a curriculum titled "Changes for a Better Living and Healthy Families." The project director held focus groups with elders and youth to adapt the curriculum to the community's needs, however, the curriculum did not have enough activities or lesson plans that allowed for continued use by the community. In the third year, project staff purchased the Native Wellness Institute's "Leading the Next Generations – Healthy Relationship" curriculum; a curriculum that was developed through another ANA funded project. Project staff

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used this curriculum during four overnight retreats and during quarterly workshops.

The project's next objective was to assist families to develop healthy relationships and lifestyles by providing culturally appropriate counseling services. Under the initial plan, project staff would provide training to a local counseling center in culturally appropriate counseling skills. However, this center closed during the project's first year. To complete the objective, the Sun'aq Tribe formed a partnership with counselors employed by Kodiak Area Native Association. These counselors assisted the project staff on activities that dealt with family history and historical trauma that benefitted from the experience of professional counselors.

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

The grantee received a six-month extension to complete the project objectives due to delays caused by a change in project director during the second year of the project. The new project director began using the new curriculum and holding the overnight retreats. Over the course of the project, 42 people attended four overnight retreats and 26 people attended workshops.

The Sun'aq Tribe is portraying themselves as a "healthy family" tribe and the healthy family gathering events brought together the Native and non-native community in a positive environment. The project results and benefits are being sustained by integrating the Healthy Families Initiative into the existing tribal social service program. In addition, the Sun'aq Tribe was awarded a U.S. Department of Justice Family Violence Prevention grant that will use the curriculum purchased during this ANA funded project.

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*"Everything we do is family oriented, so the healthy relationship curriculum we obtained during this grant will benefit us for years to come."*

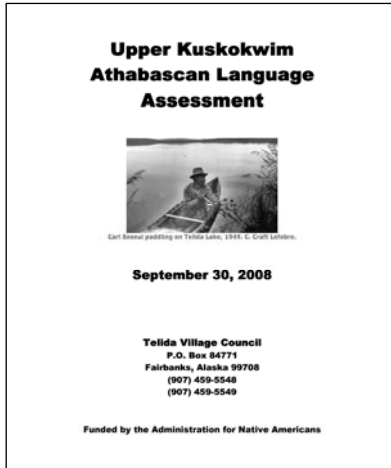
Frank Peterson, Project Director

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## Telida Village Council



<b>Project Title:</b>	Telida Language Preservation Planning Project
<b>Award Amount:</b>	\$99,700
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 1 job created
- 13 elders involved
- 16 youth involved
- \$1,638 in resources leveraged
- 6 partnerships formed

### BACKGROUND

Telida Native Village is a federally recognized Athabascan tribe located in the Upper Kuskokwim region of Alaska's interior. Athabascans are a closely related but geographically dispersed group of indigenous people in North America. Upper Kuskokwim Athabascan (UKA) is both the name of the people and the language dialect spoken by the approximately 350 Native Alaskans living in the villages of Telida, Nikolai, Takotna, and McGrath.

Telida Native Village has led the language preservation effort for the four villages located in the UKA-speaking region. In 2008, Telida staff surveyed the villages to collect data on the status of the UKA language. Analysis from 113 completed surveys revealed that 30 respondents spoke UKA as a first language, and 27 respondents

spoke it as a second language. Additional information disclosed that each village had operated a UKA language program in their local school district throughout the 1990s, but by 2007 all programs had been discontinued.

### PURPOSE AND OBJECTIVES

The project's purpose and objective was to create a comprehensive plan to preserve and revitalize the Upper Kuskokwim Athabascan language. To complete the objective, project staff visited all four villages to collect and document existing UKA language resources. These resources included storybooks, a junior dictionary, a noun dictionary, a map of place names, school language curricula units for a variety of fluency levels and ages, and various multimedia teaching aides. Project staff then developed a plan to organize and remodel the existing resources into a modern curriculum. The plan sets out a framework of action steps to create the curriculum, including the digitization of existing dictionaries, videotaping and transcribing elders recounting stories, creating a workbook, developing a language immersion camp, and crafting language teaching materials that appeal to all learning



styles. Project staff distributed the completed plan to each of the village partners within the UKA region.

**OUTCOMES AND COMMUNITY IMPACT**

The collection of language resources and subsequent development of the language preservation plan encouraged regional interest in the preservation of the Upper Kuskokwim language and culture.

Community members expressed hope that this project is another step towards breaking the cycle of cultural loss.

Project staff now has current and accurate information about the available language resources within the UKA community. With the development of the language preservation plan, a foundation for appropriate curriculum and program development has been successfully built through the work on this project. The plan outlines the prioritized tasks for the Telida Village Council to continue the Upper Kuskokwim language preservation effort.

## America Samoa Soil and Water Conservation District



<b>Project Title:</b>	Pigs in Paradise: Retaining a Samoan Cultural Tradition
<b>Award Amount:</b>	\$230,822
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Dec. 2009
<b>Grantee Type:</b>	Public Agency

### PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 22 elders involved
- \$290,926 in resources leveraged
- 97 individuals trained
- 9 partnerships formed

### BACKGROUND

American Samoa is located in Oceania in the South Pacific, with a population of just over 65,000. Pork has been a traditional source of protein and cultural significance for Samoans for over 2,500 years. Prior to this project, there were approximately 1,000 piggeries in American Samoa, with many located near the islands' fresh water rivers and drinking sources. This was both an environmental and public health concern, especially in light of recent deaths from *leptospirosis*, a bacterium carried by pig waste.

To reduce public health and drinking water concerns, the American Samoa Environmental Protection Agency (ASEPA) began enforcing stricter piggery regulations, including 50-foot minimum setback

requirements, proper waste management, land use permits, and piggery designs. Piggery owners found in noncompliance face steep fines and potential closure.

The American Samoan Soil and Water Conservation District (ASSWCD) works with other American Samoan governmental agencies to conserve, develop, and use soil and water resources in a sustainable manner. Knowing ASEPA's enforcement efforts would lead to the closure of at least 300 of the 1,000 pig farms, ASSWCD began assisting American Samoa's pig farmers to comply while improving piggery management on the islands.

### PURPOSE AND OBJECTIVES

The purpose of this project was to assist American Samoan pig farmers retain their piggeries while protecting water quality and human health.

The project's first objective was to revitalize partnerships among American Samoa public agencies in order to coordinate services to piggery owners. A technical services manager from ASEPA coordinated the creation of the Interagency Piggery Management Group (IPMG), which met regularly with piggery owners to facilitate

use of the islands' available services. IPMG members included the USDA-National Resources Conservation Services (NRCS), ASEPA, American Samoa Department of Commerce, American Samoa Public Health Department, the American Samoa Community Land Grant College (ASSCLG), and two farmer representatives. IPMG partners collaborated to identify noncompliant piggeries and began work with their owners to establish plans for compliance or closure if necessary. IPMG worked with 150 farmers in this manner.

The next objective was to provide piggery owners design assistance and options for new piggeries that met ASEPA compliance standards. ASSWCD hired a certified engineer who developed templates for a portable pig pen system, dry litter system, and wash down system with costs ranging from \$500 - \$13,000. The engineer then worked with individual farmers to tailor plans for their specific sites. In addition, the IPMG and ASSCLG collaborated to construct models of each standardized piggery plan to use as an in-person marketing and educational tool.

To defray construction costs, IPMG members worked with piggery owners to apply for NRCS funding, which covers up to 90% of the estimated costs. Targeted piggeries also obtained free soil and nutrient analyses and assistance pursuing land use permits, required to meet compliance regulations. By the end of the project, 87 piggery designs had been approved, 14 owners had established contracts to complete piggery renovations, and 1 piggery owner had completed renovations on their piggery.

The final objective was to provide necessary mulch materials to piggery owners adopting dry litter and modified wash-down piggery designs, as wood chip mulch is a key component of such designs. The IPMG

partnered with a local energy contractor to produce cheap mulch materials. The original project design overestimated the amount needed annually by roughly 6,000 cubic yards, calling for 7,500 cubic yards of mulch when 1,500 were sufficient. Rather than oversupply the islands, IPMG reduced projections and provided mulch as needed to piggery owners.

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

For American Samoa's pig farmers, this project established a proactive program to address piggery compliance issues, thereby improving health conditions while assisting piggery owners renovate, alter, or construct new piggeries. While only one pig farmer constructed a new pen, several altered existing facilities and 150 farmers began the process of complying with the new regulations. The project also encouraged the use of pig fertilizer, helping farmers enhance crop growth while using pig waste, thereby helping business-focused piggery operations with profits in the long term.

The project raised community awareness of *leptospirosis* and the importance of clean water and riparian environments. Staff also reported that many island communities and environmental scientists have taken an interest in the project's piggery improvement operations, looking to learn from the effort and possibly conduct similar projects.

Finally, the project helped create a synergy between IPMG partners that had not previously existed. Matt Vojik, the technical services manager for ASEPA, shared, "It has pulled the agencies closer together and helped build partner capacity to implement other such projects in the future."

## Native American Samoan Advisory Council



<b>Project Title:</b>	Native American Samoan Ceremonial Siapo Restoration Project
<b>Award Amount:</b>	\$464,690
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 3 jobs created
- 9 Native American consultants hired
- 212 elders involved
- 824 youth involved
- \$49,227 in resources leveraged
- 187 individuals trained
- 17 partnerships formed

### BACKGROUND

In the early 1900s, the U.S. acquired five small islands in the South Pacific Ocean. The inhabitants of these beautiful islands, now known collectively as American Samoa, share a common language, governmental structure, and value system. As generations pass, the American Samoan people are working to define the fragile relationship between their traditional lifestyle and their role as American citizens. The key to developing this relationship is finding a balance that will honor and preserve the Samoan cultural identity.

The Native American Samoan Advisory Council (NASAC) was incorporated in 1993

to preserve and protect Samoan cultural values by empowering citizens to find solutions to the challenges threatening to unravel their culture. One key but increasingly diminishing cultural activity on the islands is the making of *siapo*, a fabric made of mulberry wood that is considered important in ceremonies and fine art.

### PURPOSE AND OBJECTIVES

The purpose of this project was to revitalize *siapo* use and understanding in American Samoan communities while cultivating healthy relationships between elders and youth.

The project's first objective was to develop curricula for a youth and adult-focused *siapo* restoration workshop. Staff developed an 11-part youth and adult curricula focused on teaching the meaning behind the *siapo*-making technique. The original proposal called for the creation of two teaching positions per workshop, a *siapo*-making specialist and cultural instructor. Staff quickly realized, however, the act of *siapo*-making naturally created opportunities for effective cultural lessons best taught by the

*siapo*-makers, thereby negating the need for the cultural instructor position.

The second objective was to pilot-test the curricula in four villages with over 250 workshop participants. Staff exceeded expectations, delivering the workshop to 7 villages and 251 youth and elders, and instructed components of the workshop to an additional 4 villages within the project timeframe. Participants created 40 *siapo* for *lavalava*, skirt-like outfits used in traditional dance and ceremony, as well as several large ceremonial *siapo* cloths. This objective also included the creation of a *siapo* circle for women in participating villages.

The project’s next objective was to prepare community members to participate in the 10<sup>th</sup> Annual Pacific Arts Festival, which was held in American Samoa in 2008. Over 820 youth and 210 elders participated in preparations, culminating in a large cultural dance presentation to close the event. The dance style and *siapo* worn by dancers highlighted the revitalization of traditional American Samoan customs and received positive reviews from attendees.

Objective four was to design and implement an internship program with five community youth to work with elders, consultants, and NASAC staff to create marketing materials for the development of a future Native American Samoan Center for Cultural Arts. Though delayed, NASAC staff held a web design competition to select five youth interns September 11<sup>th</sup>, 2009. The interns began training with an esteemed women’s elder committee on *siapo* designs for the website, but were unable to complete the objective by the end of the project.

The project’s final objective was to organize and conduct a cultural arts competition for participating village members. NASAC delayed preparations to ensure that all participating communities received the full workshop training prior to holding the

ceremony, with the intention of holding a large combined event on September 29, 2009. Unfortunately, a large tsunami struck American Samoa on the day of the event, devastating the islands, destroying property, killing over 100 individuals, and delaying the completion of this event until circumstances permitted.

**OUTCOMES AND COMMUNITY IMPACT**

Elder and youth interaction increased through *siapo*-making workshops and preparations for ceremonial events promoted by this project. This interaction helped stem the decline in *siapo*-making and served to reinforce the elders’ position as holders of knowledge and authority in the community.

NASAC staff also reported the project revived cultural interest amongst participating youth. Project director Tilani Ilaoa noted that prior to the project, youth knew what *siapo* was but did not know how to make it or its significance, adding, “It was like they had grown up on the mainland.” The *siapo*-makers gave the children exposure to their culture in a much more tangible format than previous opportunities on the islands allowed. Some youth even began restoring their family *siapo* and earning money restoring the *siapo* of other families. The workshops also strengthened ties between parents and children. One parent used the knowledge she gained to make a *lavalava* for her son to use at the school’s culture day and now grows mulberry plants in her yard.

*“This project provided the youth with a sense of belonging and appreciation for their culture.”*  
 Aufa’I Areta,  
 Extension Community Coordinator



## The Nakwatsvewat Institute



<b>Project Title:</b>	Hopi Dispute Resolution Services
<b>Award Amount:</b>	\$905,000
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 2 jobs created
- 3 Native American consultants hired
- 25 elders involved
- 4 youth involved
- \$207,439 in resources leveraged
- 27 individuals trained
- 8 partnerships formed
- 1 governance code/ordinance developed

### BACKGROUND

The Nakwatsvewat Institute (TNI) is a nonprofit organization that collaborates with Native American communities to reform and enhance governance and judicial institutions. For the past ten years, TNI staff has worked with the Hopi Nation's court system to revitalize customary law traditions in interpersonal disputes.

Under the Hopi Tribal Constitution, the 12 individual Hopi villages have jurisdiction over family and property laws. Despite village sovereignty over these issues, the Hopi Nation's trial and appellate courts have seen a dramatic increase over the last thirty years in the number and complexity of

actions brought before the civil court system. The increase is largely due to a growing number of intra-village property, probate, and family disputes that are being referred to the tribal courts from Hopi village governments.

### PURPOSE AND OBJECTIVES

The project's purpose was to create and train village-level institutions to settle intra-village disputes through customary dispute resolution practices.

The first objective was to develop an alternative dispute resolution training curriculum. To complete the objective, TNI staff utilized existing dispute resolution curriculum and adapted it to suit Hopi needs. To complement the content and encourage open discussion, staff created a teaching manual, a student workbook, and DVD of Hopi dispute situations.

The second objective was to train at least 120 tribal members in the alternative dispute resolution training program. Staff originally envisioned conducting the trainings on a village by village basis, but altered the implementation plan to offer a series of reservation-wide trainings. The decision led to fewer trained community members than

planned, but resulted in a smaller group receiving more intensive training. Each community member attended a four hour orientation session, mentored a trainee, conducted a mock mediation session, and participated in 42 hours of workshops. Overall, TNI staff certified 27 community members in dispute resolution.

The third objective was to conduct at least three alternative dispute resolutions in the 12 Hopi villages. TNI staff coordinated an outreach effort to community leaders and tribal court staff to promote the service. During the project timeframe, 35 community members made general inquiries into the mediation services via court order and village government recommendation, and 16 of these community members completed the required intake forms. Of these, seven obtained agreement from both disputants to conduct mediation. At the conclusion of the project period, TNI staff and certified community members conducted three mediation sessions and reached two agreements.

The project's fourth objective was to develop rules and codes of dispute resolution for the 12 Hopi villages. TNI staff conducted focus groups with Hopi village leaders to determine their needs. Staff then collaborated with UCLA Law School to develop a template code which can be adapted to suit each village's unique culture and customs. None of the villages had adopted the code by the end of the project period, but the code is available should village leaders choose to formalize the mediation program in the future.

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

For the 27 Hopi tribal members now certified as village mediators, the project provided an opportunity to gain knowledge about, and be involved in, a non-adversarial process that focused on resolving community disputes privately and according

to traditional Hopi culture and customs. Many project participants were village and tribal leaders who will use the skills and training they received to settle village members' disputes. Furthermore, project activities will serve to reduce the caseload for the tribal court system.

To sustain the momentum of this project, TNI staff applied for and secured a three-year Administration for Native Americans grant to educate Hopi families in dispute resolution.

## Sipaulovi Development Corporation



<b>Project Title:</b>	Tourism and Entrepreneurship for a Sustainable Future
<b>Award Amount:</b>	\$206,000
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribal Nonprofit

### PROJECT SNAPSHOT

- 3 jobs created
- 1 business created
- 6 Native American consultants hired
- 8 elders involved
- 25 youth involved
- \$3,014 in revenue generated
- \$97,905 in resources leveraged
- 45 individuals trained
- 43 partnerships formed

### BACKGROUND

The Hopi Nation is located in northeastern Arizona and is comprised of twelve autonomous villages located on three mesas. Hopi Nation counts approximately 12,500 community members, of which 7,300 live within the current reservation boundaries. The Hopi people have occupied the area for over 1,500 years – the longest authenticated occupation of a single area by any Native American tribe in the United States.

One of the villages, Sipaulovi, was founded in the 1680s and counts approximately 1,200

enrolled members. In 2005, the Sipaulovi Village Board of Directors formed and incorporated the nonprofit Sipaulovi Development Corporation (SDC) to plan and implement the Village’s economic development activities.

### PURPOSE AND OBJECTIVES

The project’s purpose was to establish the Sipaulovi Visitor Center to operate and promote a locally-designed tourism program.

The project’s first objective was to hire staff and establish the visitor center’s administrative policies. The Sipaulovi Village Board hired an executive director, finance director, and tour manager to oversee the management and operation of the visitor center’s programs. Staff first worked with contractors to complete minor renovations to the center, including making the building handicapped accessible and repairing the roof. In collaboration with consultants, staff then established the center’s financial policies and procedures, and authored a business plan. Staff also developed an employee handbook which detailed village tour policies, procedures,



and etiquette. Finally, staff collaborated with Sipaulovi’s artists to develop a handbook for marketing, displaying, and selling their arts and crafts to tourists.

The project’s second objective was to strengthen staff capacity to operate the Sipaulovi Visitor Center. Staff scheduled workshops with area trainers to gain knowledge on a variety of topics, including financial literacy and entrepreneurship. Staff also organized trainings for the community’s artists, such as marketing and business plan development.

The project’s third objective was to establish the Sipaulovi Visitor Center and Tour Program. With community input on appearance and content, contractors constructed two information kiosks in high-traffic areas within the community. Staff developed an orientation video and walking tour script to provide visitors with information on Hopi cultural values and history, visitor etiquette, and Sipaulovi village sites of interest. The tour manager also trained village youth to provide public walking tours when on-site staff was unavailable. Finally, staff worked with village residents to restore and upgrade the foot trails within Sipaulovi village for visitor use.

The project’s fourth objective was to develop a state-wide and national marketing program for the Sipaulovi Visitor Center. In collaboration with design contractors, staff created a Hopi community map, marketing brochures, and a website. Staff developed a network to distribute the marketing materials, which included partnerships with Arizona state and federal parks, chambers of commerce, cultural centers, and hotels. Over the course of the project timeframe the Visitor Center welcomed over 3,000 visitors, of which 750 participated in the guided walking tour. To broaden their outreach efforts, staff organized and

publicized an annual Hopi festival, Suuvoyuki Days, which offered a 10-kilometer run, artist booths, cultural lectures, guided tours, and traditional Hopi foods.

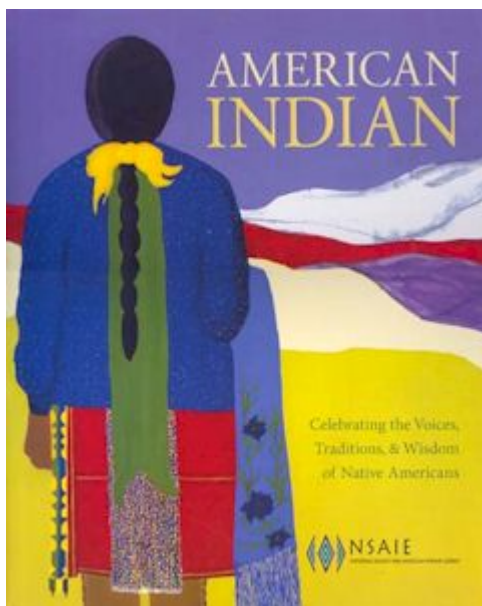
#### **OUTCOMES AND COMMUNITY IMPACT**

Only recently has the Hopi Nation decided to accept outside visitors into their villages. Project staff worked closely with community members to ensure that all tourism activities were culturally appropriate, unobtrusive, and allowed the Sipaulovi community to continue their traditional way of life. Cedric Kuwaninvaya, SDC Executive Director, shared, “The project has allowed us to provide tourism opportunities on our terms. Our village wants tourism, but we want to maintain our Hopi traditions at the same time. We feel we have established the infrastructure to do just that.”

The opening of the Sipaulovi Visitor Center created opportunities for over 3,000 visitors to experience the Hopi way of life, and has increased and deepened their knowledge about the Hopi culture and people. The tour’s emphasis on visitor etiquette and respect resulted in a structured and comfortable experience for all involved. The tour’s accompanying activities, including the kiosks, orientation video, and access to Hopi artists, enriched the visitor experience.

To continue project momentum, the Sipaulovi Development Corporation staff will continue to collaborate with visitor centers at other Hopi villages to manage tourism activities and present a reservation-wide experience for visitors to the Hopi Nation. Staff will also continue to reach out to partners to increase the exposure of Sipaulovi’s tourism activities.

## The National Society for American Indian Elderly



<b>Project Title:</b>	NSAIE Knowledge Preservation Project
<b>Award Amount:</b>	\$782,820
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2005 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 1 job created
- 9 Native American consultants hired
- 150 elders involved
- 80 youth involved
- \$470,943 in resources leveraged
- 80 individuals trained
- 127 partnerships formed

### BACKGROUND

The National Society for American Indian Elderly (NSAIE) was established as a nonprofit in Phoenix in 1987. NSAIE's mission is to improve the quality of life for Native American elderly by providing small grants to a network of tribally administered social service programs. The goal of the grants is to provide an opportunity for all Native American elderly to have access to services that will support them in their homes as respected members of their communities and as keepers of traditional knowledge.

### PURPOSE AND OBJECTIVES

The purpose of the project was to collaborate with Native American elders to develop and publish a cookbook containing information on the history, cultural significance, preparation, and cooking methods of traditional Native American recipes.

The project's first set of objectives was to develop the administrative infrastructure to implement project activities. To complete the objective, project staff first coordinated a cohort of 80 AmeriCorps VISTA volunteers working with Native American elderly in tribal communities across the country to serve as information gatherers for cookbook content. Staff then formalized a partnership with Weldon Owen, an international publishing and distribution company known for its cookbook series. Finally, Weldon Owen and NSAIE completed a scope of work and finalized a contract.

The project's second set of objectives was to develop, market, and offer the cookbook for

purchase. Americorps volunteers identified 150 community elders willing to share their knowledge and collaborated with them to submit recipes and other pertinent information to NSAIE staff. During the project timeframe, staff collected over 300 recipes and 30 narratives for inclusion in the cookbook. In collaboration with Native American authors and photographers, NSAIE developed a 304-page cookbook that also contains a significant amount of cultural and historical information about Native American tribes. The cookbook was released for purchase in 2008 and is being sold through major retail outlets, such as Amazon and Barnes and Noble, and has also expanded into international markets.

NSAIE staff shared that due to the wealth of information collected during project activities, the final product was not a traditional cookbook. Recipes do not make up a majority of the book's content, but rather enrich the cultural and historical information offered. In an effort to meet project objectives, NSAIE staff worked to publish a series of seven regional cookbooks. Staff completed the first book of this series, The Wisdom of Elders: Traditional Food Ways of Five Tribes in Western Washington, and released it for purchase in 2009. Staff did not complete the six remaining regional cookbooks by the conclusion of the project timeframe, but expect to release them for sale prior to 2011.

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

For the 150 elders involved in project activities, the development of the cookbook provided an opportunity to reconnect with past experiences and to share cultural knowledge with the youth interviewers. An outcome of the intergenerational activities was the development of native gardens, where elders practiced traditional cultivation methods in an effort to share cultural knowledge with the youth. These activities

reduced social isolation by providing an outlet for elders to interact with other members of their communities. The elders' involvement therefore served to reinforce their traditional positions as holders of knowledge and wisdom within their respective communities.

The development of an ongoing revenue stream has allowed NSAIE to increase their assistance to elder support programs within their partner communities. Indeed, in early 2010 NSAIE launched the "100 Communities" initiative, which will provide 100 grants of \$1,000 to communities interested in working with Americorps volunteers to broaden and expand service programs for Native American elders.

*"Brimming with lavish photographs and rich with authentic voices, this book celebrates current Native art, lifeways, and song and dance, as well as never-before-published images of artifacts and cultural events."*

Publicity Release for American Indian,  
Weldon Owen Publishing

## American Indian Recruitment Programs



<b>Project Title:</b>	Voices of Tomorrow Project
<b>Award Amount:</b>	\$111,562
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 2 jobs created
- 5 elders involved
- 85 youth involved
- \$34,092 in resources leveraged
- 14 partnerships formed

### BACKGROUND

American Indian Recruitment (AIR) Programs is a nonprofit organization promoting higher education and social advancement for Native American youth in urban San Diego and San Diego County. AIR staff connects southern California tribal youth with area universities to offer after-school academic services such as tutoring, mentoring, and service-learning activities. AIR is structured around the idea that creating associations between higher education and cultural identity will foster a higher sense of self-esteem for youth, and inspire youth to set higher educational goals for themselves.

### PURPOSE AND OBJECTIVES

The purpose of the Voices of Tomorrow Project was to help youth learn personal responsibility through cultural, social, and

educational activities promoting social well-being and advancement, and to enable them take control of their own educational paths. The project's first objective was to establish and implement the AIR Junior and AIR Senior programs, culturally sensitive after-school programs to increase educational, economic, and self-expressive opportunities for 28 junior high and high school youth. The programs utilized project staff and partners, area university faculty members, college-age student mentors, parents, and volunteers to provide youth with workshops and activities designed to keep them in school, demystify the college experience, attain higher levels of education, and gain exposure to rewarding employment opportunities. Most of the workshops were hosted on college campuses by faculty members in the San Diego State University (SDSU) Department of Native American Studies and University of San Diego (USD) Ethnic Studies Department.

Twenty-one AIR Junior youth participated in 15 workshops on how higher education influences future employment opportunities, what high school courses are needed to get into college, how to manage personal finances, and many other topics. Twenty-three AIR Senior youth participated in 12

workshops on finances for college, conducting research, degrees and stages of college, plagiarism and ethics, time management, finding your dream job, finding support on campus, and other topics. AIR Senior youth also conducted research and attempted to produce a film about Native American cultural and environmental issues. Though they did not complete the film, the process enabled them to gain knowledge of research methods, film production, and acting. Participants in both AIR programs attended field trips to San Diego area cultural sites, went on tours of local college campuses, and attended workshops on Native American history, culture, and traditions. Also, ten youth received tutoring from USD and SDSU mentors in various academic subjects.

In addition to these programs, project staff implemented the AIR Summer program for junior high and high school youth. Forty-five youth, including 32 new participants, took part in 10 days of activities over a 5 week period. These activities included lectures on Kumeyaay history and culture; field trips to cultural and other educational sites; a ropes course; and more workshops on preparing for college.

The project's second objective was to foster family support for youth program participants by holding quarterly family forums for at least 14 family members. Staff, however, found that hosting large family forums was very difficult, given the busy work schedules of the parents, many of whom were single parents. Instead of hosting family forums, the project director decided to consult with parents through short but frequent monthly "check ins," usually lasting about ten minutes at a time. Through this process, he was able to talk frequently with ten parents, focusing particularly on the parents of AIR tutorial students. Through discussions with these parents, he worked to encourage dialogue

between parents and teachers of the youth, advised parents on how to talk to their kids about homework and other issues, and helped them gain awareness and insight on the progress of their children. The project director very strongly feels the family support fostered during this project has enhanced the success of youth participants.

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

Through workshops, activities, and field trips, youth project participants learned about their cultural identity, improved their self esteem, and enhanced their academic and personal knowledge, skills, and abilities. They developed relationships with university faculty members, college student mentors, project staff, parents, and each other; became acclimated to college environment, and learned how they could succeed in this environment. These activities and new relationships led many youth to experience personal growth and pride in their accomplishments, improve their academic performance, and to take concrete steps towards higher education.

The USD and SDSU student mentors who participated in the project benefited by gaining genuine work experience, getting to know Native American youth and the issues they confront, and finding real purpose in the work and in the relationships developed. In line with their missions, the SDSU and USD Native American and Ethnic Studies departments had the opportunity to pedagogically interact with the community, offer current students the chance to work with this community, and to encourage promising Native American youth to enroll in their programs.

*"We are utilizing academic institutions in a way that's unique – our partners are providing new vistas for our kids."*  
Dwight Lomayeva, Project Director



## Chamorro Hands in Education Links Unity




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<b>Project Title:</b>	Tungo’i Estao i Fino’-ta: To Know the Status of Our Language
<b>Award Amount:</b>	\$100,000
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Dec. 2009
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 2 jobs created
- 1 Chamorro consultant hired
- 4 elders involved
- 2 youth involved
- \$34,500 in resources leveraged
- 6 individuals trained
- 4 partnerships formed
- 1 language survey developed
- 978 language surveys completed

### BACKGROUND

Chamorro Hands in Education Links Unity (CHE’LU) is a nonprofit organization dedicated to building and strengthening the capacity of Chamorro people in San Diego County. Known until 2007 as the San Diego Chamorro Cultural Center, CHE’LU works to preserve Chamorro language and culture, and to improve the health, education, and overall well-being of the 7,646 members of the San Diego Chamorro diaspora.

### PURPOSE AND OBJECTIVES

The purpose of this project was to conduct an assessment on the status of the Chamorro

language in San Diego County, gathering data from community members on their language ability, language use, and attitudes toward the Chamorro language. CHE’LU sought to learn how the Chamorro language was used in the community and home, with whom, and for what purposes. This research was intended to give the Chamorro community a clear assessment of its needs, so it could develop effective strategies to preserve and encourage use of the language.

The first objective was to develop a language assessment survey tool appropriate to the San Diego County Chamorro community, modeled on a similar survey designed by researchers at the University of Guam’s Center of Excellence for Chamorro Language and Culture (CLC), by the project’s fourth month. To accomplish this, project staff met with the CLC director, oriented her to the San Diego Chamorro community, and collaborated with her to revise the survey instrument. The CLC director provided useful advice during the survey development process, and the CLC’s survey tool served as an important starting point in creating CHE’LU’s survey, which gathered data on demographics, language ability, language use, language attitudes, and

language learning activities available in the community. After conducting a pilot test on nine people of varying ages and making minor adjustments to the survey, the project team finalized the survey, posted it on CHE'LU's website, and produced paper copies, all by the end of month two.

The second objective was to conduct the assessment, collecting a minimum of 1,150 surveys by the end of project's eighth month. To accomplish this, the project staff employed various methods, the most important of which was to expand access to the community by partnering with the Sons and Daughters of Guam Club (SDGC), whose facility serves as the primary community gathering place for Chamorros in the San Diego area. The SDGC provided CHE'LU with free use of its space, Monday through Friday, to conduct and collect language surveys, and allowed CHE'LU to open a survey booth at SDGC community events, including its Christmas gathering and monthly fiestas. CHE'LU's project director, community outreach specialist (COS), and project volunteers used this opportunity to inform the Chamorro community about the language assessment and to collect hundreds of paper surveys.

In addition to the surveying done at the SDGC, the COS used CHE'LU's database of community members to contact people by phone, email, and mail, enabling the collection of even more surveys. During the collection period, which CHE'LU extended for two additional months to account for slower than expected survey returns, the team gathered 978 surveys, including 303 online surveys. Though fewer than the 1,150 sought, these 978 surveys represented 13% of the Chamorro population documented in the 2000 Census, and CHE'LU's director, board, and other community leaders felt that the data collected in the surveys was reflective of

what community members felt and thought about the status of the language.

The third project objective was to analyze data and present findings in a report to the community. To accomplish this, the project staff studied survey responses across demographic groupings, learning how people of different age, gender, ethnic background, and household size rated their ability to understand, speak, read, and write the language; what language they used with family members; for what functions and purposes they used the language; and what they wanted to do, or not do, to promote the study and use of Chamorro. Because so much data was collected, the project team secured a three-month no-cost extension to finish the research. Upon completing the research, the project director provided a community presentation of the findings, and completed a formal report, which was then distributed to key community stakeholders.

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

CHE'LU's language assessment was the first research conducted on the status of the Chamorro language in San Diego since the community migrated there from Guam in the early 1950s. The project has provided the San Diego Chamorro community with a greater understanding of how the language is used in the community, the types of language-related services and resources (e.g., teachers) needed, and the strategies CHE'LU might pursue to preserve, maintain, and revitalize the language.

*"This project has enabled us to strategically plan a program that will improve our people's ability to understand, speak, read, and write their language."*

Randy Camacho,  
CHE'LU Executive Director

## Dry Creek Rancheria Band of Pomo Indians



<b>Project Title:</b>	Pomo Language Preservation and Restoration Project
<b>Award Amount:</b>	\$100,000
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 2 jobs created
- 6 elders involved
- 6 youth involved
- \$10,200 in resources leveraged
- 3 partnerships formed
- 1 language survey developed
- 47 language surveys completed

### BACKGROUND

One of eleven bands of Pomo people, the Dry Creek Rancheria (DCR) of Pomo Indians is located in Sonoma County, California, on 75 acres of what was once its 86,400-acre territory. Originally linked by location, language, and other cultural elements, the Pomo bands were never socially linked as a large unified tribe. Linguistically, Pomo is a language family that consists of seven distinct, and mutually unintelligible, languages.

Prior to this project, the Dry Creek dialect of Pomo survived through a single, 89-year old speaker, and a handful of other members with basic language skills. Of the DCR band's 1,002 members, nearly 70% are

under 44 years of age, meaning the current and future generations of Dry Creek members face the increasing likelihood of a future without any fluent Dry Creek Pomo speakers unless action is taken.

### PURPOSE AND OBJECTIVES

The purpose of this project was to complete a comprehensive survey of tribal members to determine their language knowledge and level of interest in the revitalization of Dry Creek Pomo.

The project's principle objective was to develop and distribute a language survey to the band's entire adult population, assessing language abilities and interest. Prior to developing the survey, staff conducted research to determine the extent of Dry Creek Pomo language materials held at the Grace Hudson Museum, California Indian Museum and Cultural Center, and the University of California, Berkeley.

Staff then developed the survey but was unable to release it to the public for several months due to unforeseen circumstances within the Tribal Council. After receiving permission, staff sent out 500 surveys and received 47 responses, which contained



information regarding 131 tribal members, or 13% of the total population.

Staff then contracted with the Northwest Indian Language Institute (NILI) to analyze the survey results. The analysis did not uncover additional fluent Dry Creek Pomo speakers, but did highlight a high level of interest within the community for the creation of a language program. Tribal members reported interest in learning the language through songs, cultural stories, books, and online and computer-based programs. The results also indicated a desire to develop new teaching materials and prioritize language instruction for tribal children and youth.

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

Project staff benefited through their proximity to preserved language materials and reported improved language skills as a result. The staff also increased their project management skills and computer knowledge through the project.

For the Dry Creek Rancheria Band of Pomo Indians, the project provided community-based feedback demonstrating the desire for language preservation. Families interacted to complete the language surveys, which helped foster interest. Reginald Elgin, the project director, shared that, “This project created a hunger in our community for our language.” Tribal leaders and project staff can use this information to develop a strategic language preservation plan in the future.

## Karuk Tribe of California



<b>Project Title:</b>	Karuk Paths to Prosperity: A Comprehensive Community Capacity Building Project
<b>Award Amount:</b>	\$904,056
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 2 Native American consultants hired
- 14 elders involved
- 300 youth involved
- \$1,240 in revenue generated
- \$322,612 in resources leveraged
- 236 individuals trained
- 19 partnerships formed

### BACKGROUND

For thousands of years, the Karuk people dwelled in more than 100 villages along the upper Klamath River on a million forested, mountainous acres in what is now a remote area of northwestern California. Currently, the tribe consists of 3,472 enrolled members, 1,454 of whom live in or near the tribe's service area. A 2004 labor force report showed that only 403 of the 851 resident tribal members (47%) available for work were employed, despite the efforts of previous tribal workforce development programs. Poverty continues to stem from

limited employment prospects and low educational attainment.

### PURPOSE AND OBJECTIVES

The purpose of the project was to increase employment and postsecondary educational opportunities for tribal members living in the Karuk aboriginal territory. The first objective was to create and maintain an electronic job search database and open-access website describing at least 100 tribal employment positions, with at least 200 tribal members utilizing these resources to explore, prepare training plans for, and apply for tribal employment. In year one, staff and the tribe's human resource department established the website. By the project's end they had described 104 tribal jobs on the website's hierarchical jobs list and provided a downloadable tribal job application form. The listings described roles, responsibilities, qualifications, and compensation for almost all tribal jobs; contained interviews with many of the people currently working in the listed positions; and enabled tribal members to understand what individuals in each position did on a day-to-day basis.

The project’s second objective was to assist at least 50 tribal employees and/or tribal members to earn paraprofessional certificates or Associates’ (A.A.) Degrees from accredited community colleges via distance education programs accessible through tribal community computer centers in Happy Camp, Orleans, and Yreka, the tribe’s three main population centers. The objective called for at least 35 (70%) to realize employment gains such as initial job placement, increased compensation, or promotion; or to transfer to 4-year colleges. Early in the project, however, when community participation in degree and professional learning programs was low, the project team worked with tribal members and project partners to reassess the needs of the community. Though the project continued to center on education and training as the keys to better employment, it focused less on the attainment of degrees and certificates, and more on the concrete steps individuals could make towards achieving their personal educational goals.

In this spirit, student service coordinators at the three computer centers provided career counseling services, academic advising, financial aid advising, mentoring, job placement services, and assistance in enrolling in distance learning courses for 183 individuals. They also provided nearly 1,000 hours of training for 236 people in successful online learning, e-commerce, small business management, and topics related to computer literacy. Some of these classes were for adults, but many were for high school students who came to the three centers after school. Over 300 high school students benefited, many of them taking certificate courses, advanced placement courses, and vocational courses through the computer centers. In total, 133 individuals participated in distance education programs.

**OUTCOMES AND COMMUNITY IMPACT**

Though the project team was unable to accurately track the employment gains or number of degrees and professional certificates earned through the project, they provided valuable training and education to a considerable number of tribal members. Moreover, the project increased public awareness of occupational and educational opportunities available in the region, and encouraged significant numbers of tribal members to develop academic goals and plans. By project’s end, 30 tribal members had enrolled in A.A degree programs, 5 of whom were in distance learning A.A. programs. The entire tribal Head Start staff – eight members – earned A.A. degrees online, and another tribal member earned an online Masters' degree.

According to a project staff member at the tribe’s Happy Camp Community Computer Center, an important benefit came not only in the education tribal members received, but in the change in their attitudes towards education: “This community has sometimes had an aversion to education, but there's been a turnaround, not only with the high school kids but with adults. People realize they can get help; they're seeing and hearing families benefit; and they realize that they don't have to go away to learn - resources exist here and people can stay in the community. We have brought an unfamiliar learning environment here, but we have done our best to make it friendly and accessible.”

*“It takes a lot to start college; it takes having a sense that things are possible. So we do all we can to demystify college and fear of the unknown...”*

Emma Lee Johnson,  
Student Services Coordinator

## Manzanita Band of Mission Indians



<b>Project Title:</b>	Manzanita Tribal Land Use Plan for Self-Sufficiency
<b>Award Amount:</b>	\$84,810
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 11 elders involved
- 31 youth involved
- \$9,500 in resources leveraged
- 10 individuals trained
- 6 partnerships formed

### BACKGROUND

The Manzanita Band of Mission Indians, with 103 members, is a contemporary group of Kumeyaay Indians, located on 4,500 acres in southeastern San Diego County, nine miles north of the U.S.-Mexico border.

Through a previous ANA grant, the tribe developed a Tribal Action Plan identifying six long range priorities: environment, cultural preservation, health and human services, economic development, housing and community development, and education.

### PURPOSE AND OBJECTIVES

The project’s purpose was to develop a land use plan based on solid land use data and meaningful community input, building tribal

governance capacity and local control over tribal resources.

The first objective was to develop a land use survey, distribute it to the community, and collect it. To accomplish this, ten tribal members, including five Manzanita Regulatory Committee members and five community members, attended land use planning training conducted by the Falmouth Institute, a consulting company specializing in Indian Country capacity building and governance issues. Participants learned about purposes of a tribal land use plan, how to develop a land use plan, and topics commonly discussed in a land use plan. Following the training, they created a land use survey for tribal members with questions on: desired types of housing and businesses on the reservation; desired acreage for home site land assignments; elements to be addressed in a land use plan; designation of land for ceremonial purposes; designation of land for open spaces; types of business activities allowed on housing assignments; livestock grazing control policies and ordinances; and regulation and designation of off-road vehicle areas and trails. Project staff informed the community about the surveys through community

meetings and word of mouth, provided the option of completing surveys online or on paper, and asked members to send their surveys directly to the Falmouth Institute, who began preliminary analysis of the data. Twenty four surveys, representing 23% of tribal members, were returned by month 6.

The second objective, to be accomplished by the 9<sup>th</sup> month of the project, was to draft a Manzanita Land Use Plan with community participation, and identify two potential partners to assist the tribe in implementing plans for the following land use themes: cultural preservation, economic development, and housing. To ensure all tribal members had a chance to shape the land use plan, project staff hosted four separate meetings of tribal members, one of which was attended by 86 members. At the first meeting, the tribe's Environmental Protection Agency presented Geographic Information Systems (GIS) maps of the reservation, showing culturally sensitive areas, ecologically sensitive areas, wetlands and water, and other land use categories.

The preliminary land use plan was drafted by Falmouth Institute staff, project staff and two local consultants, both of whom performed their work in-kind. There was significant input to the draft by tribal administrators, council members, and community members. The plan defined three types of land use areas: general use zones, special management zones, and conservation zones. Each of these was then broken down into subcategories with land use priorities.

Project staff developed and enhanced key partnerships as intended, including partnerships with the San Diego Association of Governments (SANDAG) and the San Diego County Planning Department (SDPD). SANDAG officials shared expertise on governance issues related to land use, and SDPD officials facilitated a

discussion on low impact land use, general land use planning, and ordinance development. The tribe intends to continue developing these and other partnerships to ensure efficient, effective, and coordinated execution of its land use plan.

The project's third objective was for the Manzanita Tribal Land Use Plan to be finalized and adopted by the General Council. Final revisions were made after the final member meeting in the last week of the project period, and the plan was approved by the Tribal Council in December 2009.

### **OUTCOMES AND COMMUNITY IMPACT**

Project staff and partners have created a detailed Manzanita Tribal Land Use Plan with a clear mission, vision, and objectives, built on community consensus that will assist the tribal government in establishing priorities for the conduct of the band's affairs. Tribal members have been empowered by being involved in and learning about the importance of land use planning, whether related to housing, business, environment, or other topics.

The Manzanita Band's plan describes the history and resources of the reservation, current land ownership and management rules, and outlines land use priorities and action items to address the tribe's six long-term priorities. It provides methods by which the tribe can modify its programs, create ordinances, and monitor and evaluate the implementation of the plan. According to the project coordinator, the tribe is already considering developing ordinances based on its new land use plan; he believes the first ordinances developed will focus on land use and housing. Manzanita leaders and tribal members have begun exercising increased control over tribal resources, and have expressed confidence the band is moving toward greater social and economic self-sufficiency.

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## Redwood Valley Little River Band of Pomo Indians




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<b>Project Title:</b>	Development of Tribal Demographic Consolidation and Management System
<b>Award Amount:</b>	\$89,643
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

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### PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 10 elders involved
- 11 youth involved
- 9 individuals trained
- 2 partnerships formed

### BACKGROUND

The Redwood Valley Little River Band of Pomo Indians is located on the Redwood Valley Rancheria in Mendocino County, California. The rancheria includes 10.41 acres of historical land and roughly 200 acres recently purchased by the band. The tribal population consists of 170 members, the vast majority over the age of 18.

Prior to this project, the tribe realized the data software system it purchased in 2000 was outdated and lacked capacity to deal with various demographic criteria requirements for different funding agencies. The tribe's recent social and economic development strategy plan called for updating the demographic data system to

facilitate the expansion of community services for tribal members.

### PURPOSE AND OBJECTIVES

The purpose of this project was to update the demographic data system in line with recommendations from the tribe's social and economic strategy plan.

The project's first objective was to purchase and install a Tribal Data Resources Data Management Systems (DMS), train two staff in its use and complete a data collection effort for the Redwood Valley tribal community. Staff purchased and installed the new system and conducted intensive training with the tribe's two enrollment staff and seven additional staff, including the tribal administrator.

Staff members then developed and distributed 102 surveys to community members collecting information on job status, race, benefit receipts, housing conditions, and other indicators. To bolster the survey return rate, staff conducted an intensive door-to-door collection effort, held two community dinners and one large



community event, ultimately receiving 30 survey responses.

The project’s second objective was to establish a high quality data infrastructure system and reporting capabilities to support future planning and development efforts. To do so, staff input the collected survey responses and uploaded community member photos into the DMS system. With this information, staff was able to create tribal identification cards for the 30 respondents. Staff also created a series of standardized reports on the tribe’s demographic distribution by the surveyed categories.

**OUTCOMES AND COMMUNITY IMPACT**

The low quality of previous tribal member identification cards had long been a point of dissatisfaction in the community. For tribal members, the new cards represent a positive, tangible gain from the tribe’s data collection efforts. This has encouraged more tribal members to fill out the surveys, thereby increasing the tribe’s knowledge of its membership. As an added benefit, tribal members have reported an increased sense of pride in belonging to the tribe, due in part to the professional look and feel of the new cards.

By training nine tribal staff members in the use and benefits of the DMS system, staff engendered understanding and support for data collection efforts. Tribal staff can now find relevant demographic information quickly by using the DMS program’s filters. This data greatly assists the tribe’s grant writer in efforts to develop funding proposals that require community demographic information.

The widespread interest in new identification cards has motivated the tribe’s enrollment committee to redouble its efforts to obtain comprehensive enrollment information from all tribal members. As the tribe’s knowledge of its membership

increases, it is establishing a more complete picture of tribal member distribution and community needs.

To sustain the benefits of the new database, the tribal enrollment committee has taken over responsibility for maintaining and updating the system.

*“This project addressed the Tribe’s need. We now have a fairly comprehensive database with a much higher percentage of completed data sets than we had in the past.”*  
 Zhao Qin, Tribal Administrator

## Smith River Rancheria



**Project Title:** Taa-laa-wa Dee-ni' Wee-ya' (The Tolowa People's Language) Project

**Award Amount:** \$343,527

**Type of Grant:** Language

**Project Period:** Sept. 2006 – Sept. 2009

**Grantee Type:** Tribe

### PROJECT SNAPSHOT

- 6 jobs created
- 5 Native American consultants hired
- 4 elders involved
- 236 youth involved
- \$221,092 in resources leveraged
- 11 individuals trained
- 12 partnerships formed
- 5 language teachers trained
- 801 native language classes held
- 236 youth increased their ability to speak a native language
- 25 adults increased their ability to speak a native language
- 1 person achieved fluency in a native language

### BACKGROUND

The Smith River Rancheria is located along the Smith River and Wilson Creek in northwestern California, extending into southwestern Oregon. The indigenous people of the area are the Taa-laa-wa Dee-ni' (Tolowa people). The Tolowa numbered

ten thousand before the westward expansion, but after the settlement of Westerners, the population dropped to a few hundred. Today there are 965 enrolled members of the Smith River Rancheria. The Taa-laa-wa Dee-ni' Wee-ya' (Tolowa language) has only three fluent speakers.

### PURPOSE AND OBJECTIVES

The purpose of this project was to increase the number of fluent speakers able to teach the Tolowa language, to aid in preserving and revitalizing the tribe's language and culture. The project's primary objective was to train three Dee-ni' Wee-ya' apprentices to become Tolowa language speakers and teachers through 850 hours per year of culture-based master-apprentice language immersion training, with apprentices increasing one level of proficiency per year in listening, speaking, reading, and writing.

Though the project had only three paid apprentice positions, six apprentices took part in the training, working with two elder speakers and the tribe's language expert. After being assessed for language proficiency, the apprentices were placed into Master Apprentice (MAP) teams, which met for one hour per day, five days per week.



The MAP teams also came together as a group twice each week for culture-based language instruction, and the apprentices attended two Dee-ni' Wee-ya' linguistics instruction sessions per week with the language expert. Furthermore, apprentices (working with elders) devoted five hours per week transcribing audio files from archived recordings. Moreover, they kept daily and weekly logs of their language learning and underwent quarterly formative assessments.

To assess the extent to which apprentices were progressing, the project staff and the Northwest Indian Language Institute (NILI) developed an assessment tool, which measured the number of topics, functions, and structures apprentices could use, as well as their accuracy in grammar and pronunciation across six language proficiency levels. Early in the project period, the project team decided not to assess the writing level of the apprentices, after concluding that the amount of time required to increase writing proficiency would significantly detract from the apprentices' learning of other domains.

In addition to studying the Tolowa language, language apprentices made efforts to build their knowledge and skills as teachers. Along with project staff and elder teachers, they participated in two NILI Summer Institutes, studying linguistics, teaching methods, curriculum development, and other topics. In April 2009, they attended an Accelerated Second Language Acquisition (ASLA) workshop to learn ASLA teaching methodology. These courses, particularly the ASLA course, helped apprentices and project staff to develop skill sets and curriculum, enabling them to provide language instruction for over 250 people at the tribe's youth language camp, community language classes, and Del Norte High School in Crescent City. The ASLA teaching methodology has proven very effective, especially for the over 200 high

school students taking regular Tolowa language classes.

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

The project exceeded its goal of training three apprentices to become speakers and language teachers, instead enabling five of six participating apprentices to significantly increase their proficiency in speaking, listening, and reading. Prior to the project, four apprentices were at level one or below, and two were at level two. By the end of the project, two apprentices had reached level two, three were at level three, and one had reached level five (as an advanced conversational speaker). According to the project director, the tribe will soon have seven or eight fluent speakers, all of whom will contribute to the revitalization of the language.

The Taa-laa-wa Dee-ni' Wee-ya' Project did much over three years to ensure the preservation of the tribe's language and culture. In the two decades prior to the project, the tribe's language programs were grassroots programs originating with one person, the tribe's language expert, who almost single-handedly perpetuated the language's survival. By project's end, however, a nine-member tribal language committee had been formed and the Tribal Council was funding the language and culture program. The tribe had vibrant language programs in local schools, a new cohort of trained teachers, and the language appeared in newsletters, posters, and tribal maps. Marva Scott, the project director, stated "The project has really affected the mindset of tribal members - especially youth - who are now truly embracing their cultural identity. We're doing presentations off the reservation, too, so both Indians and non-Indian people are learning about the richness of our language and culture."

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## Susanville Indian Rancheria




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<b>Project Title:</b>	Tribal Governance Project
<b>Award Amount:</b>	\$196,716
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

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### PROJECT SNAPSHOT

- 3 jobs created
- 2 businesses created
- 2 Native American consultants hired
- \$11,340 in resources leveraged
- 9 individuals trained
- 5 partnerships formed
- 4 governance codes/ordinances developed
- 2 governance codes/ordinances implemented

### BACKGROUND

The Susanville Indian Rancheria (SIR) is a federally recognized tribe located in Lassen County in northeastern California. It is located at the ecological transition between the Sierra Nevada Mountain Range, Cascade Mountain Range, Great Basin, and Modoc Plateau regions. The SIR land base consists of 1,340 acres on five non-contiguous properties with 1,100 held in trust status and 240 in fee status. The land is utilized for tribal housing (both tribally owned and private for-profit), tribal administration, health services, education, and economic development.

The tribe currently has three economic development ventures: a hotel-casino, mini-mart, and for-profit housing development. In 2004, the tribe developed a master plan to improve the socio-economic and environmental situation of the reservation communities. One of the highlighted issues in the plan was the development of an economic development corporation to create uniformity of the tribe's business enterprises.

### PURPOSE AND OBJECTIVES

The purpose of this project was to separate the tribe's businesses from itself for liability, financing, and managerial reasons. By doing so, the tribe hoped to expand its economic development potential.

The project's first objective was to hire an economic director and establish the basic infrastructure for a planning department. Though delayed for two months due to a protracted job search, the economic director was hired and immediately secured a subsidized office location in the tribe's hotel-casino.

The project's next objective was to establish the new planning department's governing policies, procedures, and by-laws. Staff developed articles of incorporation, policies

and procedures, and by-laws for the SIR Corporation (SIRCO) by September, 2009. Prior to project completion, the tribe approved SIRCO's 2010 budget and signed roughly \$500,000 in development funds to SIRCO's control, as supplemental funding to other resources it secures. SIRCO then applied for five large federal grants to support its budget. By the end of the project SIRCO had developed a secondary business, SIRCO Federal Services (SIRCO FS), to secure federal contracts and 8A funding. Among potential contract ideas for SIRCO FS are a weapons training facility for various governmental police agencies, forestry services, and information technology services.

The project's final objective was to complete a corporate business charter to ensure current and future tribal businesses are placed under the independent control of SIRCO. To enhance the business council's decision-making capacity, the economic director and a consultant conducted 41 meetings which strengthened the council's business and code knowledge. The council then decided upon a phased six-year plan in which the tribe's current business council members, who presently comprise SIRCO's board of directors, will cycle out of the SIRCO board. By the end of the six-year period, only one member of the business council will remain on SIRCO's board. In addition to the phased plan, SIRCO will form a professional advisory board within one year of the project's end date. The advisory board will train future members of the SIRCO board to ensure consistency as business council members cycle out. While the infrastructure to complete the transition was in place prior to the end of the project, the actual transfer of business control occurred in January, 2010 as the convenience store, casino, and hotel were transferred from the tribe to SIRCO.

## **OUTCOMES AND COMMUNITY IMPACT**

The project established a framework through which expanded economic activity can take place while insulating the tribe from financial and liability issues. The strategy underpinning SIRCO and SIRCO FS is the formation of strategic partnerships with industry experts to develop the skills and capacity of tribal member business owners. The project also assists the tribe in diversifying its economic portfolio, leaving it less susceptible to potential gaming downturns through SIRCO's focus on new growth ideas.

The tribal business council enhanced its capacity and knowledge of the tribe's business potential and relevant regulations. The project may also lead to job creation and revenue for the cities of Susanville and Herlong, depending on the extent to which current business plans succeed. Though SIRCO tribal members will have hiring preference for SIRCO and SIRCO FS businesses, non-tribal Native Americans and non-natives will likely also benefit from any new job creation.

## Susanville Indian Rancheria



<b>Project Title:</b>	Language Assessment Project
<b>Award Amount:</b>	\$70,521
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- 36 elders involved
- 42 youth involved
- \$3,688 in resources leveraged
- 3 individuals trained
- 9 partnerships formed
- 1 language survey developed
- 192 language surveys completed

### BACKGROUND

The Susanville Indian Rancheria (SIR) is a federally recognized tribe located in Lassen County in northeastern California. It is located at the ecological transition between the Sierra Nevada Mountain Range, Cascade Mountain Range, Great Basin, and Modoc Plateau regions.

In 2004, the tribe developed a master plan to improve the socio-economic and environmental situation of the reservation communities. One of the highlighted issues in the plan was the development of a language fluency program.

The tribe's 540 enrolled members have aboriginal ties to four tribes (Maidu, Northern Paiute, Pit River, and Washoe), which speak different languages within three language groups. The tribe implemented a partial language survey in 2004, but lacked comprehensive information on fluent speakers. As a result, while it was rumored there are only ten fluent native speakers combined for the SIR's four languages, the exact figure was not yet known.

### PURPOSE AND OBJECTIVES

The purpose of this project was to implement a language assessment to determine the number of speakers and their competency levels for each of the four languages.

The project's first objective was to hire staff, develop a language assessment tool, and create a database of all Lassen and Plumas County Native Americans and SIR tribal members. Because SIR did not have an existing language department, the tribe's natural resource department (NRD) implemented the project. To guide development of the language assessment tool, staff met with a focus team comprised of known fluent speakers and respected community members. The focus team

directed the design of the survey, ensuring wider community input and support. Staff then distributed 700 copies of the survey and received 192 responses, a 27% rate of return. One project challenge was the lack of access to mailing lists from the tribe and tribal health services, an unforeseen circumstance which caused staff to use less systematic methods to secure tribal member addresses. To encourage community members to respond, staff attended community events and utilized raffles.

The project's next objective was to analyze the survey results and develop long range goals for the survival of the languages. Staff contracted with an outside agency to conduct the data analysis but was unable to secure the agency's services until the end of the project. Staff presented the results at a large community event, attended by 37 community members. Of the 192 respondents, only 29 considered themselves speakers of Maidu, Pit River, Northern Paiute, and/or Washoe. The results demonstrated a rapid decline in SIR language usage from generation to generation. While only roughly 5% of current respondents report speaking their native language, 20% of their parents' generation and over 60% of their grandparents' generation spoke the language. The survey also recorded the number of respondents who previously participated in language learning programs and identified the preferred settings for language learning, including family programs, daycare, after school, and Internet programs, among others. After project completion, staff planned to begin developing a proposal for a second grant from ANA to begin language preservation activities.

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

As a result of the assessment, SIR has more comprehensive language data to inform

future language preservation decisions. The results demonstrate tribal member interest in preserving SIR languages through some type of language program.

Staff reported anecdotal evidence, supported by survey results, of increased community interest in the preservation of their languages. Momentum from the project also helped NRD establish an internal language sub-department, which immediately began attracting historic language resources from community members hungry for a program. In addition, the NRD now publishes a language section within the tribal newsletter.

## Ukiah Hinthill Community and Cultural Development, Inc.



<b>Project Title:</b>	Yokaia Economic Development Project
<b>Award Amount:</b>	\$76,899
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 2 jobs created
- 2 Native American consultants hired
- 25 elders involved
- 7 youth involved
- \$5,200 in resources leveraged
- 11 individuals trained
- 2 partnerships formed

### BACKGROUND

The 120-member Yokayo Indian Community is a band of Pomo Indians, historically known as the Yokaia, located in the Ukiah Valley, in central California. Yokayo territory is comprised of a 73-acre top land zoned as range land and 46-acre bottom land zoned for agriculture. The tribe historically cultivated cash crops on the bottom land, using proceeds to pay tribal property taxes and cash dividends to members. For the past 20 years, however, the bottom land lay fallow and tribal members had been unable to determine the best means for its development.

Community members recently formed Ukiah Hinthill Community and Cultural

Development, Inc. (UHCCD), to fulfill the tribe's governmental functions. Tribal respondents in a 2005 community needs assessment placed emphasis on job creation and economic development. The main obstacles to such development were the lack of a land use plan with options for development and the UHCCD leadership's lack of training in economic development.

### PURPOSE AND OBJECTIVES

The purpose of this project was to strengthen the UHCCD leadership and tribal membership to plan and develop an economic project for the bottom land.

The project's first objective was to increase the management capacity of the UHCCD board of directors and Yokayo planning committee members through six management and economic development workshops. Prior to the trainings, staff surveyed board and committee members to assess organizational strengths and weaknesses. Then, working with a consultant, staff designed an economic development training and delivered four training sessions. Staff delivered two additional trainings, without the use of ANA funds, after the project period ended. In

addition to training participants on economic development issues, such as tax laws, staff and consultants educated board members on policies, procedures, and leadership responsibilities.

The second objective was to create a land use plan and map of the Yokayo bottom land to identify culturally significant sites and areas for economic development projects. The land use plan clarified the parameters of permitted development in the bottom land and laid out options for future discussion. The options include harvesting organic fruits and vegetables for farmer’s markets and the construction of a straw-bale community center to simultaneously serve as a concession. One of the plan’s concepts was to enhance the bottom land’s sedge beds, the grasses of which supply the tribe with material for making traditional baskets and cradleboards.

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

Members of the UHHCD board and Yokayo planning committee reported an increase in self-confidence and better understanding of their roles and responsibilities as a result from the project. Noting the potential long term benefits of the increased capacity, UHHCD Board President Ann Rodriquez shared, “We are doing this for our kids and grandkids; making an effort to make progress for the tribe.” Board members also shared that the project helped outline potential projects to develop the bottom land and potentially add economic opportunities for the tribe.

In an effort to sustain momentum, staff successfully competed for an additional ANA project to fund development of the bottom land’s sedge beds. Staff hopes the efforts will build on this project’s momentum and generate additional community support for future developments.



## Yurok Tribe



<b>Project Title:</b>	Yurok Language Fluency Project
<b>Award Amount:</b>	\$482,961
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 14 Native American consultants hired
- 10 elders involved
- 300 youth involved
- \$111,028 in resources leveraged
- 11 partnerships formed
- 11 individuals trained
- 11 language teachers trained
- 96 native language classes held
- 300 youth increased their ability to speak a native language
- 29 adults increased their ability to speak a native language
- 6 people achieved fluency in a native language

### BACKGROUND

The Yurok Tribe is California's largest tribe, with nearly 5,000 members. The Yurok language is distantly related to Algonquian languages spoken across central and eastern North America, including Blackfoot, Cree, Ojibwe, and others. Before the tribe began language restoration efforts in 1997, the

Yurok Language was nearing extinction, with just 19 fluent speakers, all over age 70. In 2006, though the number of fluent speakers had decreased to 11, the tribe had made headway in restoring the language, increasing the number of semi-fluent speakers, serious language students, and people with knowledge of the language from 66 to 429 individuals.

### PURPOSE AND OBJECTIVES

The purpose of the project was to increase the teaching capacity of Yurok language teachers in order to increase the fluency levels of Yurok speakers at all levels.

The first objective was to develop coherent, age-appropriate Yurok language teaching frameworks with base curriculum units for children from pre-school through 6<sup>th</sup> grade. Project staff contracted with a tribal member teaching in a local school to put together the first unit, and used the template she created to produce later units. In year one, project staff members, Yurok language working group members, and nine teacher interns developed a pre-school framework with six curriculum units for teaching the language. In years two and three, they developed two six-unit structured frameworks for teaching Yurok to Kindergarten to third grade

students and to fourth through sixth grade students. The curricula included structure, function, and skill-based lessons, as well as games and activities to make classes more fun and the language more accessible. Project staff placed all of the units and supplementary materials on CDs, resulting in over 20 new language learning CDs becoming available for tribal members.

The second objective was to provide teacher interns with academic coursework in Yurok grammatical structure. In year one, nine teacher interns and two staff members studied Basic Yurok grammar at a three-week summer institute and at informal workshops held throughout the year. In year two, through the same institute and workshops, six interns and two staff members studied intermediate grammar. In year three, they studied advanced grammar at a two-week summer institute and at four formal weekend workshops held throughout the year. In years two and three, eight participants demonstrated mastery of Yurok grammar by passing examinations.

The third objective was for six teacher interns to increase their Yurok fluency by four Kirkeby/Buccola Fluency Assessment gradients. Instead of using this assessment tool, however, staff and Berkeley language specialists developed a nine-gradient Yurok language assessment tool more appropriate to Yurok language usage and structures. Over three years, six interns and two staff members increased fluency by working with elder consultants and participating in summer institutes and community immersion environments with other Yurok community members. By project's end, four teacher interns and two staff members had reached level six on the fluency scale, and were judged conversationally fluent by Yurok language program administrators.

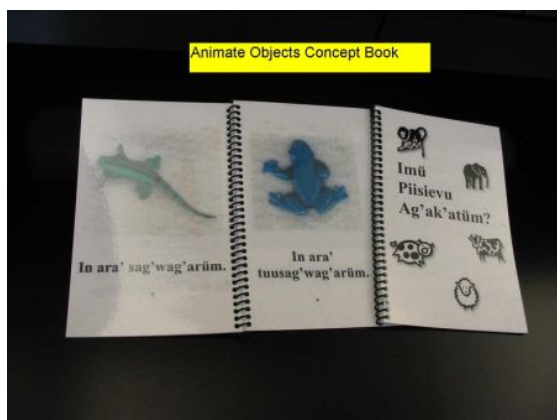
The fourth objective was to enhance teaching ability for intern teachers, each of

whom had teaching assignments at schools, education centers, universities, or home groups in the community, through 60 hours of mentoring in each of the project's final two years. In year two, after visiting their teaching sites to determine what kind of services the interns needed, project staff and consultants, elders, and Yurok teachers in the community set up and implemented a mentoring plan, focusing on how interns could improve their teaching. They mentored interns in curriculum and lesson plan development, classroom management, pre-K – grade 3 instructional frameworks, and learning and teaching Yurok writing. In year three, they provided mentoring on how to identify barriers to developing fluency, curriculum development using electronic media, best practices in language teaching, grade 4-6 instructional frameworks, improving writing, and increasing fluency.

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

Nine language teacher interns and two staff members increased their fluency and knowledge of the Yurok language, including six who reached conversational fluency as a result of the project. These individuals join the tribe's already strong Yurok language community of practice committed to restoring Yurok as a living, flourishing language. Teacher interns gained valuable teaching and lesson planning experience, and learned techniques to help them improve their teaching. Twenty-nine adults and three youth improved their ability to speak Yurok through community immersion sessions, and 300 youth learned Yurok in pre-K – high school courses taught by teachers and teacher interns participating in the project. According to the project director, the project increased the Yurok community's interest and pride in the language, and tribal leaders continued to provide strong support for the Yurok language program.

## Southern Ute Indian Tribe



<b>Project Title:</b>	Ute Language and Culture Expansion Project
<b>Award Amount:</b>	\$300,010
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 15 elders involved
- 115 youth involved
- \$382,576 in resources leveraged
- 2 individuals trained
- 22 partnerships formed
- 2 language teachers trained
- 3,138 native language classes held
- 115 youth increased their ability to speak a native language
- 57 adults increased their ability to speak a native language

### BACKGROUND

The Southern Ute Indian Reservation is located in Southwestern Colorado. There are approximately 1,400 people who reside on the reservation, with about 400 tribal employees. Located on the reservation, the Southern Ute Indian Montessori Academy serves children from infancy until age 12.

Of the Tribe's on-reservation population, it was estimated only 50 individuals were

fluent in the Ute language prior to this project.

### PURPOSE AND OBJECTIVES

The purpose of this project was to develop language materials to increase the number of Ute speakers amongst the Montessori academy students and tribal government employees.

The project's first objective was to develop a series of age and culturally appropriate language materials for members of the Southern Ute Tribe. Staff video-recorded 36 weeks of pre-kindergarten and elementary school Ute language instruction and edited the recordings into a language tutorial program. The recordings are on DVDs, which are interactive and made to be used at the individual's own pace. Staff also developed 5 language storybooks based on concept themes, a Ute creation storybook, an alphabet song, 100 model beading looms for use in classroom language activities, a children's interactive language learning CD, and a collection of 500 Ute words recorded on audio cards. In addition, staff updated the existing Ute dictionary to include a pronunciation guide. All of the materials are now being used in Montessori classes.

The second objective was to develop the language capacity of a new teacher at the Montessori school, as its only fluent teacher planned to retire during the project. After some turnover in the language teacher position, a teacher was hired and immediately began language classes. By the end of the project, the teacher had attained intermediate fluency, which was sufficient for the purposes of elementary Ute language instruction. The language teaching assistant also received Ute language training.

The project's final objective was to develop and implement a Ute language program for the tribal adults and employees. To complete the objective, staff updated a Ute history and culture DVD used by the tribe in staff orientations. The new DVD better represented the Ute Tribe in its modern context and taught new employees Ute greetings and words of respect. Staff also developed two adult language DVDs and an accompanying curriculum, which focused on sentence structure and vocabulary. Fifty-seven adult tribal members received language instruction during the project.

The project experienced some challenges. These were mainly due to hiring delays related to the project manager position. The tribe eventually hired an experienced grants manager who was able to keep the project on track and within budget. Additionally, the audio-visual technician left the project staff before the DVDs and CDs were complete. To overcome this challenge, the tribe identified a local audio-visual technician who had his own equipment and studio to complete the audiovisual activities.

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

For adult Southern Ute tribal members interested in language learning, the new materials represented an increase in educational resources. Staff created copies of all print and DVD/CD materials developed through the project and worked

with the tribe to determine the most appropriate means for their dissemination. The language DVDs will be uploaded to the tribe's intranet and available to all tribal members. Staff also hoped to share the new resources with three other Ute tribes in the future.

These new materials also greatly benefit the children's language program, which focuses on learning numbers, colors, food, clothing, and animals through cultural activities that promote the oral tradition of the Southern Ute Indian Tribe.

The new employee orientation DVD presents a more nuanced approach to understanding the tribe and has been viewed by almost 400 tribal employees. Staff reported anecdotal evidence of an increase in the use of Southern Ute by tribal headquarters staff as a result of project activities.

The project assisted in the development of critical language skills for the new language teacher, her part-time assistant, and their students. The new instructors use the developed materials in their daily classes and have become more effective teachers as a result.

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## National Congress of American Indians Fund

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<b>Project Title:</b>	National Congress of American Indians Policy Research Center
<b>Award Amount:</b>	\$902,500
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 4 jobs created
- 9 Native American consultants hired
- 75 elders involved
- 120 youth involved
- \$775,000 in resources leveraged
- 317 individuals trained
- 19 partnerships formed

### BACKGROUND

The National Congress of American Indians (NCAI) was founded in 1944 in response to termination and assimilation policies promoted by the U.S. government. NCAI protects tribal sovereignty and treaty rights by monitoring changes in federal policy and informing its membership of decisions affecting their interests. With only 100 members at its inception, NCAI has grown to include tribes from throughout the U.S.

In 2003, NCAI developed the NCAI Policy Research Center (NPRC) to research issues related to tribal sovereignty and governance, federal Indian policy and tribal socioeconomic development. The NPRC

also serves as a clearinghouse of public information and connects tribal organizations through a web-based portal. Additionally, the NPRC fosters academic research by promoting and funding Native American internships, fellowships, and scholarships for Native American academics and scholars.

### PURPOSE AND OBJECTIVES

The purpose of this project was to enhance the NPRC's capacity to provide policy research on emerging social issues identified as priorities by tribal leaders, thereby facilitating proactive public policy development.

The project's first objective was to develop and facilitate three *communities of practice* (COPs). COPs are constructed networks of individuals with varying backgrounds and expertise who regularly interact to brainstorm specific policy ideas and guide policy researchers. For this project, NPRC formed COPs for governance, climate change, and child welfare. Each COP identified priorities within its broader issue, determined which relevant stakeholders were not present, developed strategies to

involve them, and established working groups on specific topics within the priority areas. The child welfare COP was driven by questions surrounding the new Title IV-E foster care eligibility legislation, its impact on Native Americans, and the capacity needs of tribes regarding the new legislation. The governance COP focused on issues related to governing systems and codes, developing leadership to meet new challenges, citizen engagement, and ensuring Americans understand the nature of issues confronting Native Americans today. The climate change COP brought researchers, environmentalists, and tribal leaders together to explore theories of environmental adaptation and mitigation with regard to climate change. All COPs met regularly through a combination of summits, conference calls, webinars, and chat rooms; they also developed summative reports to clearly mark their progress. To complement efforts by the COPs, NCAI commissioned, published, and presented research papers addressing key gaps in knowledge identified by each COP. Staff also spent considerable effort to update NPRC's website and make it more accessible to COP members.

The project's second main objective was to develop an academic and applied research curriculum for tribal social service practitioners and native and non-native scholars working on issues in tribal communities. To do so, NCAI partnered with an established research organization and conducted over 10 major curriculum revisions, vetting various components with 275 people at 5 conferences and conducting 5 comprehensive pilot tests. The curriculum, designed to last 2 ½ days and train groups of 20-30 people, explores the rationale for research projects, their potential usefulness, and the relationship between tribes and researchers. To promote the curriculum, NCAI distributed 2,193 copies

of its first module and made the module available for free download on its website.

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

The inclusive and interactive format of the COPs facilitated participant learning, as people from different backgrounds met to converse. Staff reported that convening in this manner served as an equalizer, empowering certain stakeholders that would normally not provide input to such discussions. By actively seeking input from stakeholders not present at initial meetings, the COPs widened the policy discussions and provided a new platform from which policymakers could gather information quickly.

The curriculum and training raised the participants', many of whom were tribal leaders, awareness of the potential benefits of research for their communities. The curriculum explores the effects of culture on how an individual views data and empowers participants to appreciate and fully utilize research and data methods to the maximum benefit of their tribal communities. The curriculum also enhances researchers' understanding of, and interaction with, sovereign tribal nations. Demand for the curriculum grew dramatically by the end of the project, with several new tribes and organizations requesting training.

To sustain the project's momentum, NCAI secured \$775,000 in grant funds from Casey Family Programs and the Kellogg Foundation for COP-related activities. NCAI also developed a fee for service-based business plan to sustain the curriculum.



## Pa'a Taotao Tano'




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<b>Project Title:</b>	Northern Cultural Performing Arts Project
<b>Award Amount:</b>	\$883,077
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 9 jobs created
- 5 elders involved
- 1,759 youth involved
- \$73,910 in resources leveraged
- 1,759 individuals trained
- 6 partnerships formed

### BACKGROUND

The Chamorro are the indigenous people of the Mariana Islands, which include the American territory of Guam and the U.S. Commonwealth of the Northern Mariana Islands in Micronesia. According to the 2000 Census, roughly 65,000 people of Chamorro ancestry live on Guam and another 19,000 live in the Northern Marianas.

Incorporated as a nonprofit organization in Guam in 2001, Pa'a Taotao Tano, or Pa'a, strives to perpetuate education and the promotion of Chamorro culture through song, chants and dance. Pa'a is comprised of 14 cultural performing groups made up of over 400 individual performers.

### PURPOSE AND OBJECTIVES

The purpose of this project was to provide Pa'a's cultural performing groups with opportunities to showcase Chamorro culture through study, instruction, and exhibition.

The project's first objective was to establish a cultural arts training program in nine northern public schools in Guam. Originally intended to take place in three new schools each year for three consecutive years, staff altered the project to continually serve three schools for the entirety of the program, thereby creating stronger bonds with participants. Staff also taught in two other schools during the project, bringing the school total to five. The performing arts classes focused on song, dance, and traditional arts, including basket and dress making. They also gave students an opportunity to learn Chamorro history and traditional culture, which emphasizes respect and understanding. Nearly 2,000 of Guam's school children participated in Chamorro cultural activities by the end of the project.

The second objective was to establish a cultural arts training program for the wider



community and deliver trainings to at least 120 of Guam’s residents. Pa’a centered the trainings, which took the form of daily after-school community classes, in the villages of Dededo and Yigo. The main participants were school children and their parents, with additional involvement from the families of students from surrounding schools. The content for these trainings paralleled the trainings given to the public school students, and many participants overlapped. To promote the new cultural programs, recruit participants, and raise awareness of Chamorro culture, Pa’a staff and participants performed at three large cultural events on Guam, including an annual dance festival and arts and crafts fair. In the third project year alone, over 140 community members participated, exceeding the original projection. Many participants also chose to join individual dance companies, giving Guam new resources for cultural preservation and activities.

The final objective was to establish an advanced training program preparing cultural performing arts practitioners for entrance into the tourism industry. To do so, Chamorro cultural performers mentored students to become future teachers and professional dancers at area hotels, which cater to a large tourism industry. During the project timeframe, one area hotel contracted with some of the program’s trained dancers and musicians. Pa’a attempted to secure additional contracts by marketing their dancers to other hotels and airlines.

**OUTCOMES AND COMMUNITY IMPACT**

Prior to the project, many of the cultural instructors had never been able to share their dance or artisan skills with others due to a general lack of community interest and paucity of opportunities to make a living teaching Chamorro dance. This project provided them with both an interested audience and steady paycheck, allowing

many to live long-held dreams. As community interest has grown, the instructors are gaining stature and importance throughout Guam.

As the instructors became integrated into school classes, they often assisted teachers in finding creative ways to address behavioral issues. By the end of the project, several public school teachers and principals had developed close relationships with the instructors and leveraged their good relationships with students to enhance classroom learning environments. The mayor of Dededo, Melissa Savares, praised the training program’s ability to infuse language, values, and history into the dance and artistry classes. She personally noticed an improvement in the behavior of youth in Dededo during the course of the project.

For participants, the training and performances helped develop self-confidence, an understanding of responsibility, and a desire to learn, which parents reported was translating to improved efforts in other classes and opportunities. Performers at the area hotel were assisted by the project, as they were able to earn regular pay doing an activity they enjoy.

For Guam, the project added momentum to cultural preservation activities already underway, and helped create a new generation of Chamorro cultural practitioners.

*“Due to positive changes in the attitudes of participating youth, many parents see our classes as a way to help their kids.”*

Frank Rabon,  
Master of Chamorro Dance  
and Project Manager

## Sanctuary Incorporated



<b>Project Title:</b>	Fan Macho'ochó Healing Farms
<b>Award Amount:</b>	\$1,205,478
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2005 – March 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 6 jobs created
- 1 businesses created
- 1 Native American consultant hired
- 5 elders involved
- 189 youth involved
- \$181,861 in resources leveraged
- 189 individuals trained
- 7 partnerships formed

### BACKGROUND

Founded in 1971, Sanctuary Incorporated (Inc.) is a nonprofit organization in Guam offering alternatives to the juvenile justice system by providing temporary shelter and transitional living arrangements for at risk youth. On average, Sanctuary Inc. serves over 1,500 youth per year through its programs.

In the past several years, Sanctuary Inc. has begun focusing on economic development opportunities for the youth in its program. In 2000, it created an aquaculture micro enterprise alongside its transitional living program as a means of generating skill

building opportunities for participating youth.

### PURPOSE AND OBJECTIVES

The purpose of this project, Fan Mach'ochó Healing Farms, was to create a youth-driven organic agriculture operation to teach youth useful farming and business skills.

The project's first objective was to establish a base office and codify management procedures. Staff opened the office at Sanctuary Inc.'s headquarters and developed a comprehensive set of financial and administrative procedures.

The second objective was to clear land and establish two farm sites, one near Sanctuary Inc.'s headquarters and the other in the village of Dededo. Using equipment purchased through the project, staff worked with youth from its transitional living program and paid youth from the community to clear land and plant local fruits and vegetables.

The next objective was to market and sell farm products from both farm sites. While somewhat successful, the project was unable to make significant profits through its sales operations due to unexpected difficulties

competing with established local farmers and erratic weather conditions.

The fourth objective was to develop an agriculture education curriculum in collaboration with the University of Guam's Cooperative Extension and teach it to 10-150 youth. Though this objective faced significant delays, and resulted in the need for a project extension, the partners eventually developed a 5-module curriculum that integrates 100 hours of classroom study with field work.

Staff recruited and trained 189 youth in the new curriculum. In addition, 50 of the youth participants completed a series of micro-enterprise workshops taught by a branch of the local Pacific Small Business Development Center (PSBDC). As part of the training, students developed real life business plans and received one-on-one counseling from PSBDC staff to enhance their proposals. Of the completed plans, one student, Lawrence Fejarang, successfully submitted and received a business license for a jewelry carving business. Mr. Fejarang began by selling his jewelry at a mid-week market and on a newly created website. He feels that his work and sales are more than simply a means for profit, however, sharing, "I'm promoting Chamorro culture with my jewelry."

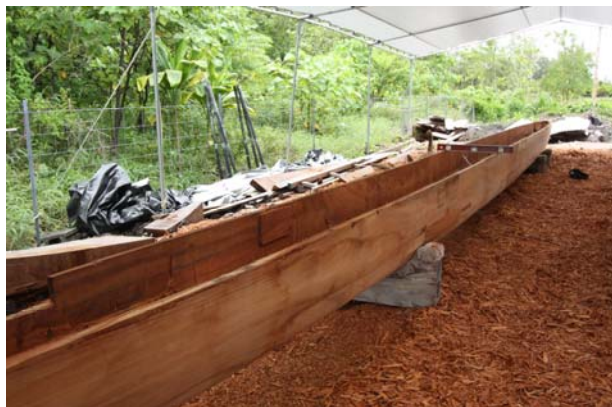
#### **OUTCOMES AND COMMUNITY IMPACT**

Participating youth learned practical skills regarding business and agriculture that may help them attain stable jobs and fulfill career goals. Participant Kyle Duenag opened two sales booths and is currently developing ideas for a new clothing line. He share, "The project has pushed me to realize my ideas," adding, "I now have business opportunities that I didn't have before because of this project." Youth from the transitional living program reported that the farm work was therapeutic and helped them become more active.

Because of the project's unique mixture of business and youth development, Sanctuary Inc. was invited to several conferences to present their experience with the farm and an outside news agency aired a documentary program about the project. In addition, Guam's court system recognized Sanctuary Inc. for its efforts, and uses the farm as a new resource for local at risk youth.

Sanctuary Inc. was unable to financially sustain all project components from product sales revenue. However, many project components were carried on after ANA funding ended. The village of Dededo secured control over the farm on its site and will maintain it with community youth in perpetuity. Sanctuary Inc. is also pursuing Limited Liability Corporation (LLC) licensing status and hopes to allow youth to sell products and share in profits through the new entity. It also attempted to fold the onsite farm component into its transitional living program on a permanent basis with limited success. Finally, the Guam Community College adopted the agricultural curriculum as a credit course and contracted two Sanctuary Inc. staff members as its instructors.

## ‘Aha Kukui O Molokai



<b>Project Title:</b>	Project Outrigger Canoe
<b>Award Amount:</b>	\$93,308
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 1 job created
- 5 Native American consultant hired
- 3 elders involved
- 26 youth involved
- \$60,763 in resources leveraged
- 48 individuals trained
- 5 partnerships formed

### BACKGROUND

‘Aha Kukui o Molokai is a Native Hawaiian nonprofit which focuses on the functional use of the Hawaiian outrigger canoe. ‘Aha Kukui o Molokai was founded in 2001 to bring enlightenment, health, and balance to the Molokai community and natural environment by promoting and practicing Hawaiian seafaring culture, stewardship, family building, and community service. ‘Aha Kukui o Molokai runs three programs: paddling to help build a healthy body; use of the outrigger canoe to teach ocean resource conservation, responsible food gathering and cultural values; and community service to build a healthy mind and character.

### PURPOSE AND OBJECTIVES

The purpose of the project was to develop and implement workshops to educate 64 Native Hawaiians on traditional knowledge, ocean conservation, and subsistence.

The project’s first objective was to increase by 65 percent the level of awareness of healthy marine ecosystems and responsible ocean food by holding 2 ocean conservation workshops and 2 subsistence practices workshops. During the first ocean conservation and subsistence practices workshop, 22 youth, 13 adults, and 1 elder cleaned the shoreline in front of Malama Cultural Park and learned how land use can impact the ocean, fish, and coral reefs. The next 2-day workshop had 26 youth, 12 adults, and 2 elders and included instruction on how to fish by using Hawaiian moon phases, how to set gill nets, spear fish, tie fishing lures, and how paddling a fishing canoe is different from paddling a racing canoe. The participating youth also learned subsistence practices such as *‘oki limu* (picking seaweed) without damaging the plant and how to prepare the fish they caught using traditional Hawaiian methods, such as *palai* (fried) and *lawalu* (steamed over a fire). The workshops did not include formal pre- and post-surveys, so it is

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unknown whether the level of awareness of healthy marine ecosystems increased by 65 percent.

The project's second objective was to build an outrigger racing canoe from two Koa logs. Koa wood is prized in Hawaiian culture for its strength and beauty, but the process to acquire a Koa log is not an easy task. Project staff originally planned to extract the logs in the fall of 2007, but due to a lack of forest access and a qualified contractor, and consistent inclement weather, project staff was unable to enter the forest to find the logs until the summer of 2008. These delays necessitated a 12-month extension to complete the project. The Koa logs, from the Hilo Forest Reserve at Keanakolu, were acquired by using the State of Hawai'i Department of Land and Natural Resources, State Forestry Division program which permits the removal of dead Koa logs from the forest for cultural purposes. One of the Koa logs was used to build the main body of the canoe and the second, shorter log was used for the seats, paddles, and other canoe parts.

As the drying process of the Koa wood took longer than expected, staff did not complete the canoe within the project timeframe.

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

'Aha Kukui O Molokai plans to race the Koa outrigger canoe in Hawaiian competitions. The grantee hopes the use of this canoe will generate support for the club. By the end of the project, 'Aha Kukui O Molokai leveraged over \$60,000 in funds, mostly through the donation of Koa logs by the State of Hawaii. Over the course of the project, youth, adults, and elders contributed 502 volunteer hours to clean two shorelines and learn about the process to carve an outrigger canoe. The project taught participating youth about the ocean they race on, including beach and coral reef preservation skills. To continue project

activities after the project timeframe, 'Aha Kukui O Molokai is leasing three acres from a county park in Molokai to store the Koa Outrigger Racing Canoe. The lease is for 55 years at one dollar a year.

## Hawaiian Community Assets



<b>Project Title:</b>	Brokering Mortgages to Support Financial Literacy Enhancement Project
<b>Award Amount:</b>	\$763,384
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Native nonprofit

### PROJECT SNAPSHOT

- 7 jobs created
- 1 Native American consultant hired
- 29 elders involved
- 407 youth involved
- 1,123 individuals trained
- 28 partnerships formed

### BACKGROUND

In 1920, the United States Congress passed the Native Hawaiian Homelands Act. The act created the Department of Hawaiian Home Lands (DHHL) and set aside over 200,000 acres in Hawaii as homelands for Native Hawaiians with 50% or more blood quantum. As of 2003, 20,416 individuals were on the waitlist while only 5,941 homestead awards had been made. At the time of a homestead award, applicants must be pre-qualified for a mortgage. Prior to this project, more than 50% of waitlisted applicants were unable to meet this requirement.

Hawaiian Community Assets (HCA) is a Native Hawaiian nonprofit organization formed in 2000 to provide homeownership

education and individual case management services. HCA addresses the needs of those Native Hawaiians who qualify for residential lease awards, but have not yet met the financial requirements.

### PURPOSE AND OBJECTIVES

The purpose of the project was to provide the necessary tools and support to individuals on the homestead waitlist.

The first set of objectives was to develop the project's administrative infrastructure, implement employee training, and create a culturally appropriate curriculum companion guide. Project staff implemented a web-based database, new processes and procedures, and revised client forms. The grantee was able to hire necessary project staff, but experienced high staff turnover. Project staff attributed turnover to large case loads, a high pressure work environment due to increasing rates of foreclosure, and the need to provide social services for clients. Fourteen employees completed the national Neighborworks training and internal HCA training. HCA staff did not develop a curriculum companion guide. Instead,



project staff utilized a companion guide developed in 2002.

The second set of objectives was to market services and provide home buying training and case management services to interested Hawaiian families. Marketing efforts included updating the HCA website, partner websites, and listserv. Six months into the project, project staff realized the electronic marketing campaign was not sufficient to reach their clients and thus began holding community meetings as well as attending monthly DHHL meetings. Project staff also developed a logo and distributed various fliers and booklets in hard copy and electronically. Project staff conducted home buying training for 702 individuals and provided client management services to approximately 1,000 clients.

The third set of objectives was to identify gaps in available mortgage loan products and identify a lender for the 184A program, which permits HUD to guarantee 100% of unpaid principal and interest. Project staff was able to secure a brokerage agreement with Bank 2, based out of California and owned by the Chickasaw Nation. This agreement enabled many additional families to become pre-qualified for mortgage loans through the reduced restrictions of the 184A program.

The fourth set of objectives was to develop a financial education curriculum targeted toward youth ages 14 to 21. Project staff developed the Kahua Waiwai Training Manual and Instructor's Guide and piloted the curriculum to 40 participants in three locations. After completion, HCA conducted a train the trainers workshop for 27 groups. Currently, 16 groups are implementing the curriculum in Hawaiian communities and 407 youth have been trained. HCA plans to sell the curriculum and teacher training to ensure sustainability.

## OUTCOMES AND COMMUNITY IMPACT

Prior to this project, HCA served approximately 200 families per year. The integrated database and centralized management system has now enabled HCA to serve more than 1,000 families annually. The web-based database system also allowed HCA to expand their offices to include neighboring islands. HCA was able to build staff capacity through internal training and build credibility as an organization through improved capacity and infrastructure.

Before the project, no conventional loan products were being implemented on the Hawaiian homesteads. The brokerage agreement with Bank 2 opened the door for many families who were previously unable to pre-qualify for a loan. HCA empowered applicants on the waitlist to use their wait time for preparation and loan qualification. Additionally, existing homeland leasees benefited from learning new skills, such as budgeting and foreclosure prevention.

Youth who participated in the financial training have been empowered to begin saving with an understanding of long-term planning and the power and danger of managing credit accounts. Youth can relate to the curriculum because they were involved in its development; HCA partnered with YouthVision a Hawaiian non-profit who worked with youth to provide the graphics and layout of the manual.

*“It is important to follow the community need. When the foreclosure crisis happened, we had to alter our program to respond to the demand of the community.”*

Michelle Kauhane,  
HCA Executive Director



## Ho'oulu Lahui



<b>Project Title:</b>	Ke Ala o ka Alaka'ina
<b>Award Amount:</b>	\$625,250
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2005 – Sept. 2009
<b>Grantee Type:</b>	Native nonprofit

### PROJECT SNAPSHOT

- 3 jobs created
- 1 business created
- 3 Native American consultants hired
- 141 elders involved
- 1,648 youth involved
- \$2,700 in revenue generated
- \$424,622 in resources leveraged
- 17 individuals trained
- 14 partnerships formed

### BACKGROUND

Ho'oulu Lāhui is a nonprofit organization formed in 1995 with the mission to use a culturally-appropriate approach to meet the needs of at-risk Native Hawaiian youth and families. To implement the Ke Ala o ka Alaka'ina project, Ho'oulu Lahui partnered with the Kuao Ka La Public Charter School located in the extremely rural district of Puna on the easternmost portion of the island of Hawaii.

### PURPOSE AND OBJECTIVES

The project's purpose was to provide youth with the training necessary to develop

leadership and financial skills in entrepreneurship through practical experience in new agriculture technologies and cultural agro-forestry resource management.

The first set of objectives was to draft, pilot, finalize, and implement an entrepreneurship curriculum. Project staff developed the curriculum which consisted of four modules: mentoring, financial skills, leadership, and entrepreneurship. The 17 students who participated in the entrepreneurship program opened bank accounts, took field trips to the farmer's market, and sold handicrafts at a local store. Upon completion of the training, one student opened a tree trimming business. Additionally, project staff hosted a youth empowerment seminar for all students. The charter school was unable to implement the mentoring program as originally envisioned due to an unanticipated and unmet staffing need. However, project staff modified the mentoring program to pair younger students with older students. The remaining three modules will continue to be sustained by the charter school after the conclusion of the project timeframe.

The second set of objectives was to construct and install the infrastructure for two greenhouses, one modern and one traditional, at the charter school site. Due to the rocky lava ground, project staff implemented a vertigro system in the modern greenhouse, which uses vertical growing and vertical gardening techniques to more efficiently utilize space and energy. Project staff devoted the second greenhouse structure to traditional plants. Students distributed 1,000 trees at festivals and Arbor Day and Earth Day celebrations. The students were unable to sell agricultural products, as was originally planned, as the majority of the vegetables grown were consumed at the school or given away to community members in accordance with the hospitality aspect of Hawaiian culture. Generating income was not the core value for project staff.

The third set of objectives was to ensure all evaluations, fiscal management, and reporting was completed and submitted. Project staff completed this objective as planned.

### **OUTCOMES AND COMMUNITY IMPACT**

The original project idea was generated from the charter school students, who expressed a desire to grow their food locally. Students were empowered through their involvement in the project design phase and also through participation in the culturally-based trainings.

The Puna community benefited through the youth contributions and increased intergenerational interaction. Elders imparted traditional knowledge to students and acquired food from the project's greenhouse activities. Community members have greater access to food and gained a better understanding of the benefits of healthy food. Additionally, the project served as a model for growing organic food at home.

The charter school teachers improved competency in practice-based teaching, networking with local partners, and public speaking skills. The entrepreneurship curriculum and greenhouse infrastructure provided additional teaching resources. In class, students classified plants and trees, collected seeds, uprooted transplantings, and learned how to make traditional handicrafts from invasive species. The forest resource management teacher stated, "We followed our traditions and used everything; nothing is trash."

Project staff created 14 partnerships during project implementation. Partners demonstrated an increased interest in agricultural possibilities and the health benefits of eating organically. The curriculum was shared with other Hawaiian charter schools.

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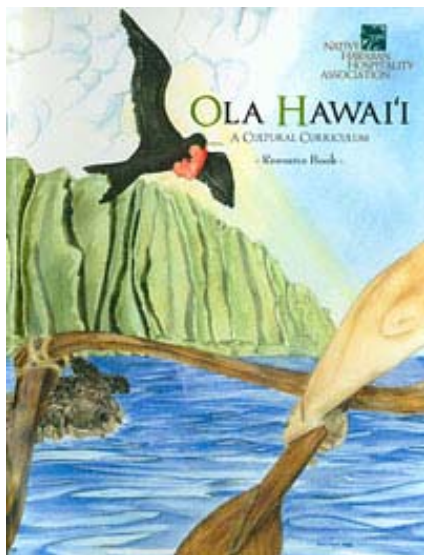
*"The students have been trained to care for the environment, live off the land, and make traditional products and homes."*

Susie Osborne, Principal

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## Native Hawaiian Tourism and Hospitality Association




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<b>Project Title:</b>	Shaping the Future of Tourism: Expanding Economic Opportunities for Native Hawaiians
<b>Award Amount:</b>	\$841,978
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

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- 6 jobs created
- 7 Native American consultants hired
- 19 elders involved
- \$339,545 in resources leveraged
- \$11,928 in revenue generated
- 64 individuals trained
- 51 partnerships formed

### BACKGROUND

The tourism industry, Hawaii's leading economic sector, attributes much of its success to the islands' natural beauty and moderate climate. The industry also owes much to Hawaii's rich island culture including the history, traditions, and practices of Native Hawaiians. Social and economic indicators, however, show the Native Hawaiian community has derived minimal social and economic benefit from tourism.

Founded in 1997, the Native Hawaiian Tourism and Hospitality Association (NaHHA) works to address concerns about how Native Hawaiian culture is perceived

and represented in tourism. NaHHA partners with hotels, private businesses, tourism associations, artists, and cultural practitioners to increase the opportunities for Native Hawaiians to shape the future of Hawaiian tourism.

### PURPOSE AND OBJECTIVES

The purpose of the project was to give Native Hawaiian cultural consultants the skills to offer Hawaiian culture programs to the tourism industry.

The project's first objective was to develop a professional curriculum for the cultural consultants. At the end of the first year, project staff created a cultural certification curriculum for hotel operations staff and a cultural immersion curriculum for hotel executive management staff. Project staff developed the curricula by bringing together technical experts and holding discussions with advisory committees.

The project's second objective was to train the cultural consultants. NaHHA recruited Native Hawaiians to become trainers and 21 successfully completed training to become

Alaka'i, or guides. The Alaka'i used the curricula developed by NaHHA to train themselves in cultural certification and then used the curriculum as a teaching tool for the tourism industry. NaHHA staff partnered with Outrigger Hotels and Resorts and the University of Hawaii Tourism Industry Management College to provide opportunities for the Alaka'i to test the curricula and hone their presentation skills.

The third objective was to pilot and finalize the curriculum and training. Staff from the Outrigger Hotels participated in the pilot sessions. Based on feedback from these pilot sessions, NaHHA staff redesigned the curriculum into the Ola Hawai'i curriculum with two modules: 1) Chiefly Leadership-Leading with the Knowledge of Hawaiian Culture; and 2) Applied Leadership-Cultivating a Hawaiian Sense of Place. NaHHA advertised Ola Hawai'i as an educational program for the hospitality industry designed for managers and employees who seek a better understanding of the Hawaiian culture.

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

A challenge encountered by the grantee occurred in the third year when a partner decreased their commitment due to the economic crisis. In response, NaHHA staff opened the workshops and trainings to members from other hotels on the island of Oahu.

In recognition of the strength of the curriculum, NaHHA generated \$12,000 in income from those in the the tourism industry that paid to participate in Ola Hawai'i program. NaHHA is using this income to help pay for future training costs. Additionally, in 2009, NaHHA was awarded an Adrian Awards gold medal by the Hospitality Sales and Marketing Association for the Ola Hawai'i Workbook and Manual.

*“The curriculum speaks to the notion of being invited and trying to recognize the invitation.”*

Ramsey Tuam, NaHHA President

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## The Neighborhood Place of Wailuku, Inc.




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<b>Project Title:</b>	Wailuku Ho'onui Mana 'Ohana Initiative Family Strengthening Program
<b>Award Amount:</b>	\$1,254,226
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 7 jobs created
- 5 businesses created
- 10 Native American consultants hired
- 80 elders involved
- 150 youth involved
- \$540,815 in resources leveraged
- 200 individuals trained
- 50 partnerships formed

### BACKGROUND

The Neighborhood Place of Wailuku (NPW) is a community-based nonprofit organization dedicated to supporting healthy, positive development of Hawaiian children and families. NPW began in 2005 as a community resource center focused on the empowerment of “at-risk” Hawaiian families.

### PURPOSE AND OBJECTIVES

The project’s purpose was to empower Hawaiian families by providing opportunities to build positive life skills

through an integrated, holistic training program.

The first objective was to develop and implement a parenting and healthy relationships training program. To complete the objective, project staff implemented two separate trainings: a parenting course and a series of healthy relationship retreats. Male and female co-facilitators taught the parenting curriculum to 100 participants. In the first year, project staff encountered difficulties recruiting participants for the healthy relationship training, and thus transformed the curriculum to a retreat setting. A total of 45 individuals participated in three healthy relationship retreats held at a local hotel.

The second objective was to implement a culture-based experiential learning opportunity (CELO) program at the Ka’ehu Field Site. Project staff partnered with the Trust for Public Land to secure an eight-acre land base where CELO activities were held one Saturday each month throughout project implementation. CELO cultural and family activities included campouts on the beach, traditional emus, creation of an amphitheater, development of a greenhouse,



restoration of traditional plants, and a beach clean-up. Project staff also incorporated CELO activities into the parenting training and healthy relationships retreats. Sunnie He’eu, project director, expressed the importance of the Ka’ehu Field Site, sharing, “families can go there and feel safe. There are no drugs and alcohol allowed on the property.”

The third objective was to develop and implement a culturally-based leadership training/small business and community development program. Project staff developed the curriculum and lesson plans, partnered with the Wailuku Small Business Center and conducted three training classes. Fifty five participants completed the training and five individuals went on to begin businesses. The new businesses included a moving company, party planning company, entertainment company, retail clothing store, and banana bread stand.

**OUTCOMES AND COMMUNITY IMPACT**

The spirit of community involvement was incorporated throughout the programs offered by NPW and as a result the organization has earned respect within the Hawaiian community. The project spread largely through word of mouth and expanded to serve Hawaiian families outside Wailuku. The parenting classes and CELO activities have been successfully blended into existing NPW services.

Adults who completed NPW training often return to volunteer in organizational fundraising efforts, or other CELO projects. Many parents have become proactive volunteers in the community, advocating for prevention of child abuse and substance abuse.

The Ka’ehu Field Site provided Wailuku community members a shared land base and experiential learning environment in which they take pride and ownership. The NPW

parenting classes have engaged children of participants in CELO activities and have encouraged continued involvement in NPW youth programs.

The five new businesses owners who completed the NPW business training program serve as role models to the entire community. To continue the business services, NPW plans to train community members to conduct the business training.

Throughout project implementation, NPW developed 50 partnerships, including strong networks with other human service agencies. NPW cited the successful development of partnerships as key to the successful implementation of this project. These networks will serve to strengthen future NPW programs.

*“Since the project began, NPW has become a name synonymous to a place of learning and healing. Our clients remain our friends and can come talk story at anytime.”*  
Iokepa Naeole,  
Director of Educational Programs

## Wai'anae Coast Coalition for Human Services



<b>Project Title:</b>	Wai'anae Coast Family Center
<b>Award Amount:</b>	\$542,064
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 4 jobs created
- 9 elders involved
- \$10,847 in resources leveraged
- 59 individuals trained
- 21 partnerships formed

### BACKGROUND

The Wai'anae Coast Coalition for Human Services (WCCHS) was formed in 1983 and serves as a community planning and development organization in Wai'anae. Wai'anae is a rural community on the island of O'ahu with a population of 43,000, 51% of which are Native Hawaiians.

WCCHS works with residents to: conduct community-based planning; facilitate partnerships and alliances to meet community need; provide research and tracking functions; communicate with the community; and develop leadership to build community capacity. In 2006, WCCHS opened the Wai'anae Coast Family Center to encourage and increase the use of Native Hawaiian cultural practices and values that result in strong families able to meet their basic needs.

### PURPOSE AND OBJECTIVES

The purpose of the project was to reduce the number of children that are removed from their families by the State of Hawaii Child Protection Services.

The project's first objective was to provide a comprehensive, culturally-based family intervention and strengthening model to support families in need. The model used by the Wai'anae Coast Family Center is a family conferencing program, using Native Hawaiian cultural practices such as ho'oponopono. Ho'oponopono, translated as "to make things right," is a traditional Native Hawaiian process of conflict resolution among family members. Using ho'oponopono to address the conflicts, family conferencing brings together family members and people connected to the family to reach consensus on a safety plan for the protection of a child. The meetings are moderated by a trained facilitator.

The project's second objective was to build the community's capacity to deliver and sustain the support system. Project staff accomplished this by training community members to facilitate family conferencing sessions and by developing two training



manuals. To ensure the training materials were culturally appropriate, project staff presented the material to the Cultural Advisory Council, made up of six elders. 59 people were trained in family conferencing skills by the end of the project period.

The project's third objective was to implement a sustainability plan for the Wai'anāe Coast Family Center, renamed as Ka Po'e Hale, or the People's House. To ensure sustainability, the grantee worked with a consultant to develop a business plan to continue providing family conferencing trainings. The business plan detailed goals to accomplish by 2012, including training additional native Hawaiians to become certified in ho'oponopono, redesigning the human services system to utilize Hawaiian cultural values and practices, and promoting Native Hawaiian health education. In order to implement the plan, project staff applied for and received 501(c)(3) status as a new non-profit called Pa a Hola.

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

Hawaiian children benefited from this project because it has helped families understand the impact of family problems on children and has empowered children to speak out about how issues impact them. Hawaiian families have benefited because they have used the family conferencing services to address serious family issues. During the course of the project, 292 individuals benefited from family conferencing. At the beginning of the project, the grantee hoped to have 20 children avoid CPS involvement; by the end of the project, 43 children avoided CPS involvement. Ka Po'e Hale is currently seeking additional funding to continue the family conferencing program.

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*“A family conference is an opportunity for individual families to take control of their own destiny and to stay focused as a whole. Families learn of their own strengths and goals and work together and depend on each other. If help is needed, families know they are not alone, a support system is there for them.”*

Nettie Armitage-Lapilio  
Project Assistant

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## Coeur D'Alene Tribe



<b>Project Title:</b>	Coeur d'Alene stqhesiple' Land Tenure Restoration Strategy
<b>Award Amount:</b>	\$85,280
<b>Type of Grant:</b>	Environmental
<b>Project Period:</b>	Sept. 2008 – Dec. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 1 job created
- \$5,536 in resources leveraged
- 1 individual trained
- 2 partnerships formed

### BACKGROUND

The Coeur d'Alene Tribe, with 1,800 enrolled members, is located on the Coeur d'Alene Reservation, bordering the southern shores of Lake Coeur d'Alene. In the last 130 years, the tribe has witnessed enormous changes in the natural environment, resulting from changing patterns of land ownership and economic activity. In the last century, fractionation of individual land allotments, checkerboard ownership patterns, and complex relationships with government agencies and private land owners have limited the tribe's capacity to manage growth and protect the environment on tribal lands. In recent years, suburban sprawl from nearby Coeur d'Alene and Spokane has compounded the problem; tribal land use planners believe the rural character and environmental integrity of the reservation are under increasing threat.

### PURPOSE AND OBJECTIVES

The purpose of the project was to increase the capacity of the tribe to manage tribal resources, determine and control its future development, and protect the natural and cultural environment of the reservation. To accomplish this, tribal planners devised a one-year project with one objective: to develop a tribal land tenure restoration strategy. The strategy would establish land tenure restoration priorities for land parcels on the reservation, identify and prioritize possible tools that could be employed to restore land tenure on high priority parcels, and provide tribal leaders with tools to facilitate informed decision making on land tenure issues.

Project staff began the project by forming a land tenure technical workgroup, comprised of staff from various departments, including the Natural Resources, Fish and Wildlife, Land Services, Education, Culture, and Public Works departments. Over the project's 15 months, the group met a dozen times, discussing community needs, the needs of the tribe, and the needs of each department as they related to land tenure issues. During the first quarter of the project, staff members devised a land parcel

classification system, enabling them to analyze tribally-owned reservation land parcels according to their ecological, cultural, and economic significance. After devising this system, they worked with the tribe's Geographic Information Systems (GIS) technician to assemble a GIS database and maps showing layers of resources present on the parcels. The database and maps, completed during the project's fourth quarter, provided staff and workgroup members with new information on the reservation's topography, hydrology, land use patterns, soils, infrastructure, and other features, giving them a more complex and accurate grasp of how the layers were arranged and interrelated.

Throughout the project period, staff made efforts to identify and document existing and potential new methods for restoring tribal land tenure on the reservation. They conducted case study research on previous land tenure and land use regulation agreements between tribal and non-tribal governments, carefully analyzing successful agreements to determine what did and did not work. They also identified and evaluated opportunities and barriers for reducing fractionation of individual Indian trust property. From this research, they developed analytical frameworks and strategies tribal leaders could potentially use in the future to give the tribe a greater modicum of control over its lands.

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

Project staff has gathered comprehensive data they believe will enable tribal leaders and administrators to make land tenure decisions based on accurate information. They have developed strategies and frameworks that may give tribal leaders more influence in managing future development on the reservation.

One workgroup member stated, "The GIS maps developed by the project have really

allowed us to visualize the locations, layers, and true extent of tribal resources. They have helped us to understand our problems with what I'd call a 'landscape-level continuity.' Now we have a better idea of how to go about tackling these issues."

Project staff members feel the land tenure restoration strategy they have developed will assist tribal leaders in coordinating land use and development patterns between the tribe, government agencies, and private land owners, benefiting tribal members and the general public. They believe the strategy will assist in maintaining the reservation's rural character, preserving land use for subsistence and cultural activities, restoring and maintaining species and habitats, and increasing tribal involvement in development projects and environmental changes on the reservation.

## Nez Perce Tribe



<b>Project Title:</b>	Nimiipuu Language Assessment Project
<b>Award Amount:</b>	\$100,000
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 1 Native American consultant hired
- 30 elders involved
- 50 youth involved
- \$6,221 in resources leveraged
- 1 individual trained
- 17 partnerships formed
- 3 language surveys developed
- 147 language surveys completed

### BACKGROUND

The Nez Perce Tribe is located in northern Idaho and counts approximately 3,400 enrolled members. The traditional name for the Nez Perce people and their language is Nimiipuu, meaning ‘The People.’

In 1996, the Nez Perce Tribe developed a language program in an effort to revitalize the Nimiipuu language. With oversight and guidance from an Elder Advisory Board, language staff has coordinated and led weekly language classes and held youth culture camps during the summer months. In 2005, staff conducted a survey to learn

the status of the Nimiipuu language within the Nez Perce community. Their findings indicated that only 52 speakers remained, and of these only 27 were fully fluent.

### PURPOSE AND OBJECTIVES

The project’s purpose was to complete a comprehensive report on the current status and future plans of the Nimiipuu language program in the Nez Perce community.

The project’s first objective was to procure community participation and input to assess the efforts of the Nimiipuu language program. To complete the objective, language staff utilized a three-pronged approach consisting of field research, focus groups, and fluency level testing. Staff conducted field research by interviewing 13 elders to document the history of language preservation efforts within the tribe and to obtain guidance on moving the successful strategies forward. As many of the elders spoke in Nimiipuu, staff video-recorded the interviews to develop them as a future language resource. Staff held focus groups in 3 Nez Perce communities, which provided an opportunity for the 70 participants to share thoughts on the state of the Nimiipuu language and to discuss ideas

on the types of language programs they would like implemented. Finally, staff collaborated with a linguist to develop a fluency test to gauge the ability of the current language program to produce Nimiipuu speakers. Each test consisted of five writing and speaking sections. Overall, 64 community members took the fluency test. Results indicated that the majority of language students are at the novice level and the language program has not yet produced a new fluent Nimiipuu speaker.

The project's second objective was to compile and analyze the results of the language program assessment to aid the Nez Perce Tribe in understanding the status of their language and to plan strategies for language preservation. The analysis completed by staff disclosed findings in three major areas: language use; language learning; and fluency. On the issue of language use, assessment results indicated that the Nimiipuu language is used mostly in the home, and its use increases with higher intergenerational representation. With this information, language program staff plans to develop family-oriented curriculum to foster intergenerational language transmission. On the issue of language learning, the assessment revealed that current language students are committed to learning Nimiipuu even though support and resources have been limited. Language staff therefore plans to strengthen their partnerships with community leaders to advocate and promote language preservation efforts to the Nez Perce community. Finally, assessment results indicated an estimated 40 Nimiipuu speakers remain, of which 25 are considered fluent. With the decreasing number of speakers, staff plans to shift the language program's current emphasis on developing basic linguistic competency towards developing discourse competency through immersion activities. Staff collaborated with a consultant to author the Nez Perce

Language Assessment Report, which detailed all the findings, analysis, and action steps developed during the project timeframe.

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

For the Nez Perce tribal community, participation in the language program assessment fostered an environment of empowerment, as they were provided an opportunity to give guidance on language program initiatives. Their involvement apprised staff of the community's language program needs, such as intergenerational learning activities and immersion experiences. A policy implementation and program development plan has therefore been successfully built through the work of this project.

To sustain the project's momentum, staff secured a two-year ANA grant to plan and develop curriculum that focuses on conversational fluency and intergenerational learning.

## American Indian Health and Family Services



<b>Project Title:</b>	Gda' Minobinmaddzimi – Culturally Healthy Families Project
<b>Award Amount:</b>	\$150,000
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 2 jobs created
- 5 Native American consultants hired
- 54 elders involved
- 6 youth involved
- \$4,983 in resources leveraged
- 3 partnerships formed

### BACKGROUND

American Indian Health and Family Services (AIHFS) of Southern Michigan is a nonprofit organization serving Native Americans in the seven-county greater Detroit area. AIHFS' purpose is to provide health and human services to 34,000 Native Americans from over 100 tribal affiliations. In addition to providing medical and dental care, AIHFS provides health education, alcohol and drug prevention services, social work services, and family counseling services.

### PURPOSE AND OBJECTIVES

The purpose of the project was to reduce the negative impacts of unmarried childbirth and single parenting for Native American

children and to facilitate healthy marriage and positive co-parenting for Native families in AIHFS' service area by developing a community plan and culturally appropriate educational resources for low-income Native American single parents.

The project's first objective was to develop a community plan for implementing a healthy marriage and positive co-parenting initiative. Project researchers, including partners from AIHFS, Michigan State University (MSU), and the University of Michigan, began this process by conducting a review of academic literature on child-rearing in Native American communities and the role of traditional marriage on couple relationships and co-parenting. When they found very few articles on these topics specific to urban Native American families, they expanded the review to include other groups, being mindful of family issues specific to Native Americans.

Next, the research team conducted 6 focus groups, reaching 45 parents (including 23 men and 22 women) and 16 human service providers. Participants identified: services needed to help improve the well-being of native parents and children; attributes native



parents should possess in order to develop strong families; barriers to developing strong families; unique aspects of raising children for Detroit Native American families; and community strengths that could help heal emotional and behavioral stress in native youth and families.

After analyzing data from focus groups, the team wrote a research report summarizing their findings and a community action plan recommending programs, policies, and practices to be implemented by AIHFS. The plan focused on relationship and co-parenting skills training for parents and included an evaluation plan for assessing program efficacy in facilitating improved skills, knowledge, attitudes, and behaviors among participants.

The project's second objective was to modify MSU Extension's "Together We Can" co-parenting relationships curriculum to form a co-parenting course culturally appropriate for urban Native American communities. The team made various revisions to the original curriculum, creating a 12-hour training course on how Native American families could strengthen their family circle through relationship and co-parenting skill building. The new curriculum recognized how native values, beliefs, and kinship systems influence the way Native Americans understand family relationships and parenting, and included issues identified by Native American parents in the focus groups, such as coping with stress, anxiety, depression, and unemployment. The project team added new exercises deemed culturally more accessible to Native Americans, using practices such as storytelling and talking circles. The curriculum also had new sections on accessing and mobilizing resources, mental and behavioral health strategies, and domestic violence education.

## OUTCOMES AND COMMUNITY IMPACT

Focus group participants involved in the project expressed satisfaction that their wishes and voices had been heard by AIHFS, the project team, and the other participants. They learned that others in their community shared their problems, vowed to continue learning from one another, forged new bonds with AIHFS, and accessed more AIHFS services.

AIHFS has a higher community profile and has seen an increase in participation in all of its programs. The organization has increased its capacity to address the negative impacts of unmarried childbirth, single parenting, unhealthy family relationships, and other issues brought forward by the community, improving understanding of these problems and learning new ways to address the problems. AIHFS staff and academic partners feel that the tools developed by this project, particularly the modified "Together We Can" curriculum, will be very useful to AIHFS staff and native and non-native community educators working in other urban Indian communities.

The community plan and resource materials developed by AIHFS and its project partners are tools that will help the organization to provide relationship and co-parenting skill training for married, unmarried, new, expectant, and absentee parents. AIHFS staff intends to use these tools, in particular, to meet the unique needs of Native American low-income single parents. They feel that when implemented, this initiative could improve the health and well-being of 4,200 Native American children living in single parent homes in the AIHFS service area, and the lives of children from other families facing problems such as poverty, unemployment, anxiety, and depression.



## Burt Lake Band of Ottawa and Chippewa Indians



<b>Project Title:</b>	Ottawa Bmaadiziwin - The Ottawa Way of Sustainable Life
<b>Award Amount:</b>	\$194,283
<b>Type of Grant:</b>	Environmental
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 3 jobs created
- 10 Native American consultants hired
- 25 elders involved
- 15 youth involved
- \$36,798 in resources leveraged
- 8 individuals trained
- 10 partnerships formed

### BACKGROUND

The Burt Lake Band of Ottawa and Chippewa Indians is located in the northern portion of Michigan's lower peninsula and secured status as a nonprofit organization in 1980. It is a state-recognized tribe with a 20.5 acre land base and approximately 320 enrolled members.

Due to the tribe's limited land base and access to resources, much of its membership has migrated away from traditional homelands in search of better opportunities. This development has led to a decreased level of intergenerational knowledge sharing, and has limited the capacity of tribal staff to engage in the land's environmental protection.

### PURPOSE AND OBJECTIVES

The project's purpose was to foster connections between traditional Ottawa ecological knowledge and scientific ecological knowledge to build a network of environmental protection partners which will jointly address the environmental issues facing the Burt Lake Band.

The project's first objective was to develop an experiential environmental training program which incorporated a traditional teaching and learning model as well as modern environmental science information and techniques. To complete the objective, project staff held meetings to procure community input on workshop topics. Staff finalized objectives for nine workshop sessions: Maple Sugaring, Native Plants and Gardens, Forest Resources, Water, Land Resources, Ice Fishing, Fish Farming, Cattail Mats, and Local Biodiversity. Staff then identified apposite western science and traditional science experts to ensure each topic would be presented from both viewpoints. Over the course of the project's two-year timeframe, a total of 387 Burt Lake community members attended the workshops. To document the content

presented, staff recorded each session and then transferred the video to DVD format. Staff compiled all course content and resources into a manual, which they then published to the Tribe’s website.

The project’s second objective was to form the Burt Lake Band Tribal Environmental Protection Advisory Board (TEPAB) to represent the tribe in local environmental issues and resource management. To complete the objective, project staff recruited workshop attendees to fill available positions. The board consists of seven community members and one tribal staff member. The Burt Lake Band Tribal Council passed a resolution to recognize TEPAB as the tribe’s voice on environmental issues and to empower the board to continue project activities past the grant timeframe. Prior to the completion of the project, board members set an annual calendar for monthly meetings and participated in training on indigenous environmental law and policy.

**OUTCOMES AND COMMUNITY IMPACT**

The 318 members of the Burt Lake community that participated in project activities increased their knowledge on a broad range of environmental topics, which included information from traditional Ottawa and western scientific perspectives. Twenty-five tribal elders shared their wisdom as the project’s traditional environmental science experts, which served to strengthen their position as keepers of knowledge within the community. Fifteen youth also attended the environmental workshops, and gained the understanding that neither a scientific nor a traditional environmental perspective is more valid or reliable than the other, but merely two ways to better understand their surroundings.

Burt Lake tribal staff also broadened their knowledge on local environmental issues. Staff created a network of key partnerships

which improved their knowledge of state environmental regulations, and deepened their relationship with the state of Michigan which, staff envision, will lead to mutual collaboration on land issues.

## Grand Traverse Bay Band of Ottawa and Chippewa Indians



<b>Project Title:</b>	Electronic Medical Records Project
<b>Award Amount:</b>	\$392,914
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2005 – March 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 2 elders involved
- \$3,300 in resources leveraged
- 24 individuals trained
- 12 partnerships formed

### BACKGROUND

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

In a partnership with Indian Health Service (IHS), the tribe operates a comprehensive health care delivery system through a clinic and behavioral health unit. To manage their health clinics, the tribe utilizes the Resource and Patient Management System (RPMS) software, the mandated health management software distributed by IHS to its health partners. To better meet the needs of its

clients, staff, and health partners, the tribe desired to improve the current patient data and financial management system by integrating an electronic health record (EHR) system with the current RPMS system.

### PURPOSE AND OBJECTIVES

The project's purpose was to implement a comprehensive and cost-effective electronic medical records system.

The project's first objective was to create a steering committee and conduct an EHR needs and resource assesment. To complete the objective, the tribe hired a project coordinator to oversee the implementation of the work plan. To provide guidance and project oversight, the coordinator convened the steering committee, which included staff from the clerical, clinical, and managerial divisions of the tribe's health department and clinics. Finally, the coordinator conducted two talking circles to procure input from health department staff and community members on the implementation, use, and content of the EHR. From these discussion groups, the coordinator developed a five-year vision for the EHR.

The project's second objective was to prepare for the implementation of the EHR system. In collaboration with the tribe's IT department, the coordinator confirmed the tribe's technology infrastructure was capable of supporting the EHR system. The coordinator then developed a policies and procedures manual for clinic staff use of the EHR, including the documentation of patient visits and outcomes, billing procedures, and patient follow-up. Finally, the coordinator created an implementation timeline for the EHR system, complete with expected deliverables, benchmarks, and responsible parties.

The project's third objective was to implement and launch the EHR system in the tribe's clinics. To complete the implementation process, the project coordinator received training from the IHS to learn the EHR programming functions and interface capabilities in order to fully configure and customize the software for the tribe's clinics. Additionally, the 23 staffmembers of the tribe's clinics received EHR system training and subsequently input and updated over 5,000 patient files into the system. On June 23, 2008, the tribe launched the EHR system in their clinics and clinic staff have utilized it exclusively since. During the six-month project extension period, staff interfaced the EHR system with the local hospital to allow for referral information, such as scans, x-rays, and lab results, to be shared between the organizations.

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

Overall, the implementation and launch of the tribe's electronic health record system has provided a greater level of security for confidential health information, has improved patient care and safety by reducing medical information errors, and has eliminated reliance on paper records. Furthermore, improved recordkeeping and

accuracy in the billing process, including a mandated 24-hour turnaround, has tripled third-party revenue generation.

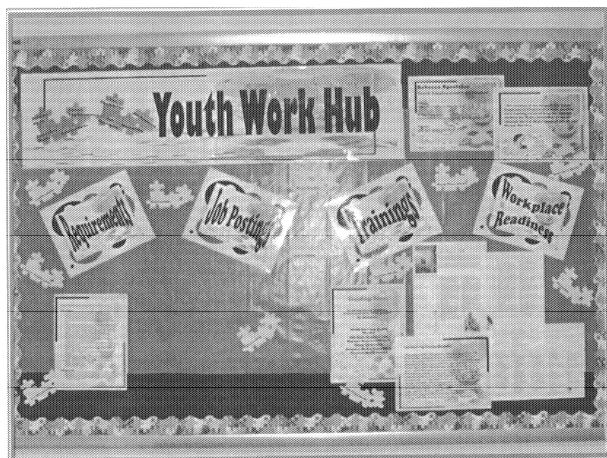
For the Grand Traverse Band, project implementation has resulted in a comprehensive, low-cost, and effective health management system. The decision to only utilize internal staff and tribal members during implementation indicates that the tribe possesses the capacity needed to operate and maintain the system. The IHS has accredited the tribe's EHR system, signifying a strengthened relationship between the two partners. Indeed, the tribe's improved recordkeeping and reporting has led to increased funding from the IHS.

For Grand Traverse clinic patients, the improved and standardized policies and procedures ensure accurate documentation of their prescriptions, lab orders, allergies, clinic visits, and follow-up care, thereby improving their care and safety.

For health clinic staff, participation in the EHR needs assessment provided an opportunity to give guidance on the type of health management system they would like implemented. Formal training on the EHR system ensures they are competent, confident, and efficient in its use, and established policies and procedures will be carried out consistently.

Finally, health department staff shared that other tribes have begun to contact the Grand Traverse Band to become informed about the EHR development process. As the IHS may mandate the use of the EHR software, the tribe has committed to offering technical assistance to interested tribes.

## Hannahville Indian Community



<b>Project Title:</b>	Youth Employment Development Project
<b>Award Amount:</b>	\$85,985
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 9 jobs created
- 6 elders involved
- 35 youth involved
- \$63,306 in resources leveraged
- 37 individuals trained
- 19 partnerships formed

### BACKGROUND

The Hannahville Indian Community is a Potawatomi tribe that resides on a 5,800 acre reservation in Michigan's Upper Peninsula. The tribe counts approximately 800 enrolled members, 600 of whom live within the reservation boundaries.

The tribe's employment database indicates a 40% unemployment rate for youth aged 19-25. The tribe allocates \$50,000 annually to an employment fund to provide wages to youth for summer jobs, the majority of which are manual labor positions. In its recent comprehensive plan, the tribe identified the need to develop an employment program to assist and train youth in the job skills necessary to attain and retain productive and sustainable work.

### PURPOSE AND OBJECTIVES

The project's purpose was to create a Youth Employment Program to address the tribe's escalating problem of unemployed and underemployed youth.

The project's first objective was to create the framework for the Youth Employment Program. To complete the objective, the Tribe hired and trained a program coordinator to implement all project activities. The coordinator formed focus groups and collaborated with the Tribe's Human Resources Department to develop the Youth Employment Handbook, which outlines all policies and procedures governing the program.

The project's second objective was to develop the capacity of the Youth Employment Program to partner with at least 10 worksites where at least 20 tribal youth would engage in positive work experiences pertinent to their career interests. The coordinator created a public relations plan and advertised the program via the local radio station, articles in the tribal newsletter, tribal listserv, and ads in the local newspaper. The coordinator then developed a "Work Hub" bulletin board at

the tribal high school and added a youth employment section to the tribe's website to post all employment opportunities, training dates, and pertinent forms. By the conclusion of the project's timeframe, the coordinator collaborated with identified partners to craft 12 job descriptions, with 36 tribal youth successfully attaining part-time employment. The employed youth were a balanced group of males and females, and ranged in age from 14 to 19 years old. In compliance with program policies, each youth was required to maintain a C average and attend classes on a regular basis. Finally, the coordinator developed an evaluation to survey all employed youth and their employers at the end of the project in order to gain insight on the program's strengths and weaknesses.

The project's third objective was to identify the necessary training content for each job description to produce youth with the skills necessary to be successful employees. For each job position posted, the project coordinator collaborated with the prospective employer to identify the skills necessary to perform the job functions. Training modules were completed for six job descriptions, including such positions as Custodial Aide, Daycare Center Aide, and Fitness Center Aide. Training content included classroom sessions on customer service, CPR/First Aid training, and on-site job training. The remaining six training modules will be completed after the conclusion of the project timeframe.

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

The 36 tribal youth involved with the Youth Employment Program gained meaningful part-time employment in positions in which they expressed interest. Along with the financial benefits of a job, each youth received training relevant to their position to ensure success. Furthermore, the program held the youth responsible for their

schoolwork and attendance. Indeed, the program coordinator removed one youth from their job due to declining grades, and placed this student in the school's tutoring program. Subsequent academic improvement allowed the youth to return to work.

To sustain project momentum, the Hannahville Tribal Council will retain the program coordinator to manage the Youth Employment Program. The program coordinator will continue to maintain the Work Hub bulletin board and youth employment section of the tribe's website. During project implementation, all youth employment positions were on-reservation jobs, but the coordinator plans to build partnerships with local off-reservation employers expressing interest due to the success of the program. Finally, due to the encouraging outcomes of the project, staff from the tribe's Adult Employment Assistance Program has requested the assistance of Youth Employment Program staff to incorporate training modules and an accountability framework into their operations plan.



## Hannahville Indian Community



<b>Project Title:</b>	Ensuring the Survival of the Potawatomi Language - Digital Connections Language Project
<b>Award Amount:</b>	\$298,882
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 7 jobs created
- 4 elders involved
- 141 youth involved
- \$97,536 in resources leveraged
- 4 individuals trained
- 8 partnerships formed
- 5,307 native language classes held
- 161 youth increased their ability to speak a native language
- 30 adults increased their ability to speak a native language

### BACKGROUND

The Hannahville Indian Community resides on a 5,800 acre reservation in Michigan’s Upper Peninsula. The tribe counts approximately 800 enrolled members, 600 of whom live within reservation boundaries.

The tribe has traditionally spoken Potawatomi, a language within the Anishinaabe language family. In 2003, the tribe conducted a language survey of all Potawatomi-speaking tribes and discovered

that only 27 fluent speakers remained and 90% of these speakers were over 60 years of age. The tribe also learned that only one fluent speaker remained within the Hannahville Indian Community.

### PURPOSE AND OBJECTIVES

The project’s purpose was to develop and implement an interactive digital language learning system for the Hannahville Culture Center and the Tribe’s K-12 school.

The project’s first set of objectives was to install and launch a digital language learning system at the Tribe’s K-12 school. To complete the objectives and oversee project implementation, the tribe hired a project coordinator. The coordinator purchased the language software along with 25 microphone headsets and, in collaboration with the tribe’s IT department, installed the learning system on 19 desktop computers and 6 laptops at the tribal school. Training materials developed by the manufacturer were included with the system, and included a CD tutorial and manual which the coordinator distributed to the school’s language staff. The project coordinator also presented a series of hands-on workshops to

language staff on the use of the system, the lesson plan authoring software tool, course management program, and self-assessment tools. The language staff then developed a comprehensive K-12 curriculum that integrated videos, audio clips, interactive games, and quizzes. During the second semester of the project's first year, the digital language learning system was launched in one classroom with one language class per week. At the end of the school year, language staff administered a survey to gauge the efficacy of, and support for, the new system. Positive feedback led school administration to purchase 8 new laptops and to expand the language system into 2 classrooms with classes held 5 days per week for 161 students. Over the course of the project, language staff taught 5,307 Potawatomi language classes utilizing the digital language learning system.

The project's second set of objectives was to install and launch a digital language learning system at the Hannahville Culture Center. Following the same set of activities implemented during the first set of objectives, the project coordinator, in collaboration with the tribe's IT department, installed the language software and microphone headsets on six computers in the Hannahville Culture Center. All language-learning modules and resources available at the tribal school were made available at the Culture Center. To promote the language lab, language staff developed flyers, tribal newsletter articles, and emails inviting community members to attend an open house to experiment with the language learning system. Additionally, language staff created a language workbook and DVD and mailed them with an invitation to all community members. Staff counted 160 attendees, and each participant was given a system tutorial and encouraged to sign up for formal language classes at the Center or to utilize the resources on an informal basis.

The project's third set of objectives was to expand the online language course and curriculum offered to community members at the Culture Center. To complete the objectives, language staff strengthened their partnerships with five Potawatomi bands to obtain language resources which were incorporated into existing curriculum modules. Staff also encouraged these partners to extend invitations to their community members to join Hannahville's online language learning community. Staff created four nine-week language modules which were then built into a comprehensive 36-week online course. The expanded online course commenced in the fall of 2009 with 30 Potawatomi tribal members committed to classes twice per week.

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

Through collaboration with their partners and community, the tribe has launched a multimedia language learning system that is available to all community members, thereby reversing a trend of ongoing language loss. By utilizing current technology and varied resources, Hannahville's youth embraced the opportunity to learn their native language. The tribal school's language teachers have benefitted from hands-on training and access to additional teaching resources and methods. For tribal families, the availability of web-based language tools, as well as language workbooks and DVDs, signifies that learning Potawatomi has become an inter-generational activity, thereby strengthening family bonds through culture.

To sustain project progress, the Tribal Council committed funds to finance an IT and a language staff position to maintain the language learning system and to continue providing online Potawatomi classes at the Culture Center. Online Potawatomi classes at the tribal school have become part of the school's standard curriculum.

## Keweenaw Bay Indian Community



<b>Project Title:</b>	Anishinaabe Anokii: Strengthening the Economy of the Keweenaw Bay Indian Community
<b>Award Amount:</b>	\$538,776
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2005 – Jun. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 21 jobs created
- 8 businesses created
- 7 Native American consultants hired
- 24 elders involved
- 107 youth involved
- \$19,590 in resources leveraged
- 159 individuals trained
- 19 partnerships formed

### BACKGROUND

The Keweenaw Bay Indian Community (KBIC) is a federally-recognized Indian tribe located in Baraga County, on the north central portion of Michigan’s Upper Peninsula. Communities located in this area face severe isolation due to the harsh winter climate and a lack of connecting highway infrastructure. When combined, these factors often contribute to unstable economies and high levels of poverty and unemployment.

KBIC has an enrollment of approximately 3,305 (2005 data) members, with over 40 percent living on or near the L’Anse Reservation. The unemployment rate is estimated at 28 percent for those members living on the reservation, much higher than the 11 percent reported for Baraga County (2004 data). Though many tribal members express interest in small business development, most find it difficult to successfully overcome the economic challenges in their community.

### PURPOSE AND OBJECTIVES

The purpose of the project was to create a small business development center to provide culturally appropriate services for new and existing native business owners.

The project’s first objective was to establish the *Anishinaabe Anokii*, or “First People’s”, center and provide services to a minimum of 35 tribal members, including tribal youth and traditional artists, in the first project year. Due to a six-month late start, the center did not open until March 2006. Project staff created and distributed promotional materials such as flyers and

brochures for upcoming trainings and events. The project director and services coordinator completed business counseling training. Services available during the first project year included a copy center and computer lab with QuickBooks software installed. Trainings conducted the first year included courses on QuickBooks, marketing a small business, and the Small Business Administration's HUB Zone program. The center partnered with the National Tribal Development Association's summer youth program and the American Indian Economic Development Fund's (AIEDF) Indianpreneur program to provide activities and training to tribal members. In addition, the center worked with local native artists to host an outdoor artisan's market during the summer months. The center created a Native American-Owned Business Directory for distribution via website, as well as a print version. By the end of the project's first year, over 70 individuals utilized services provided by the *Anishinaabe Anokii* center.

The second objective was to expand the center's services to 50 tribal members during the project's second year. The center continued to offer trainings and copy center services, the services coordinator updated the business directory, and advertising for trainings and services continued. The center's youth director established an entrepreneurship program which included sessions on banking and budgeting for tribal youth. Challenges arose surrounding AIEDF's Indianpreneur program. While AIEDF conducted the training necessary for their culturally appropriate entrepreneurship program, gap funding was not available for participants to establish their businesses. Project staff also found it difficult to garner interest amongst local native artists in utilizing the center's services.

In year three, the project's objective was to expand services to 75 tribal members. As a

result of the problems with AIEDF, project staff began conducting trainings with Keweenaw Bay Ojibwa Community College. Over the course of the project, 159 individuals participated in trainings through the center and over 200 utilized the center's services. The project continued to experience challenges promoting their services to local native artists, though they continued to host an artisan's market.

The project received a nine-month no-cost extension to continue conducting small business trainings, provide counseling, update the center's website, implement the youth entrepreneurship program, and conduct two events to showcase tribal artists.

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

Existing native business owners benefited from additional training opportunities that allowed for business expansion. Training in financial software means business owners can now perform basic accounting themselves rather than spending funds on hiring an accountant.

The center's services helped new and future native business owners discover the economic feasibility of their businesses, bringing them closer to financial success and stability. Eight new business owners received their licenses during the project, with more expected within the next months.

Tribal youth have increased financial responsibility and general financial skills due to participation in the youth entrepreneurship program. Project director Gregg Nominelli states, the program "provides confidence and independence for potentially being a business owner. [It] changed their mindset and their attitude."

The center continues to provide small business and entrepreneurship trainings.

## Saginaw Chippewa Indian Tribe of Michigan



<b>Project Title:</b>	Gda-Saswin-nah Training and Development Project
<b>Award Amount:</b>	\$260,684
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 1 job created
- 6 Native American consultants hired
- 8 elders involved
- 8 youth involved
- \$17,200 in resources leveraged
- 96 individuals trained
- 7 partnerships formed
- 4 language teachers trained
- 74 native language classes held (adults)
- 135 youth increased their ability to speak a native language
- 20 adults increased their ability to speak a native language

### BACKGROUND

The Saginaw Chippewa Indian Tribe of Michigan (SCIT) is a 3,239 member tribe in central Michigan, the majority of whom live on or near the tribe's Isabella Reservation. Findings from the SCIT's 2005 survey on language preservation and revitalization indicated that the Ojibwe language is nearly extinct within the tribe; only 1 of 638 survey respondents self-identified as a fluent speaker. To address this problem and

reverse the rate of Ojibwe language loss on the reservation, the Tribe has begun a language nest at the Saginaw Chippewa Academy (SCA) for over 130 toddlers, pre-primary, and kindergarten children.

### PURPOSE AND OBJECTIVES

The purpose of this project was to build curricula, train pre-kindergarten and kindergarten teachers at the SCA language nest, and encourage parents to use Ojibwe outside of the classroom. The project had three principal objectives. The first objective was for the project team to identify and translate 100% of the toddler, pre-primary, and kindergarten classroom core curricula, support materials, and activities into Ojibwe "Enkaazang Gidiwinan Enso-Giizhigag" ("Words We Use Every Day"). In year one, despite being unable to hire a curriculum development specialist, the team developed a comprehensive toddler curriculum with 13 lesson plans and over 150 support activities. The curriculum addressed day-to-day life and language, the five senses, and mathematics; support activities included games, songs, finger puppet plays, and circle time activities. The team was able to build the curriculum through the efforts of the project director, six consultants, eight elder volunteers, and

seven youth volunteers. In year two and in a three month no-cost extension period at the end of the project, the team enhanced the curriculum, adding resources and learning aids appropriate for pre-kindergarten and kindergarten students.

The second objective was for the SCA toddler, pre-primary, and kindergarten program staff to have reached 50% proficiency in speaking and understanding a selected set of Ojibwe “words we use every day” by the end of year one, and 60% proficiency in speaking and teaching by the end of year two. To achieve this, 16 teachers took part in 70 language training sessions over 2 years, 40 teachers and staff members took part in four 2-hour in-service trainings, and 5 staff members attended 2 immersion education workshops and an Anishinaabek language conference. The project employed fluent elder volunteers and consultants to observe and critique speaking and pronunciation of trainees, and utilized recordings to allow them to hear their own speaking and to recognize ways to improve. Eighteen teachers used journals as self-assessment tools and completed individual language acquisition plans, which set standards for achievement and outlined what they could and should do to personally learn the language. These teachers were then assessed using a proficiency matrix analyzing six areas of language acquisition and language teaching. Through these methods, trainees learned over 500 new vocabulary words, various beginning level grammatical structures and language functions, and active language techniques useful with young children.

The third objective was to develop and carry out a plan encouraging parents and the community to use the Ojibwe language in the home and community, supporting the classroom language learning activities of the tribe’s children. To achieve this, project staff began by working with the SCIT

newspaper to elevate the profile of the language, placing Ojibwe vocabulary, language exercises, and personal reflections on the importance of language in the newspaper. The project team also planned and hosted various events and meetings, partnering with various tribal departments and publicizing all events in the SCA newsletter. Activities and events included parent nights, culture camps, workshops, multi-generational activities, and senior program visits. The largest event of the year was a language recital featuring all toddler through kindergarten students. Over 200 parents, grandparents, and extended family members attended the event.

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

Through this project, the tribe improved its capacity to provide language nest training to young tribal members, and promoted the long term sustainability of the nest program by educating and involving parents and the community. Project staff developed comprehensive curricula and learning tools for young children in the SCA; and 20 SCA staff members, including 18 teachers, increased their ability to understand, speak, and teach the Ojibwe language.

According to the project director, “The project really supported our goal of revitalizing the language and creating fluent speakers. The children are picking up the language very quickly, and parents like it because it makes language and culture part of the everyday life of their kids.” Project staff members believe providing language nest training to young children will enable the community to increasingly identify with Ojibwe language and culture, and result in more advanced levels of Ojibwe instruction being taught in the upper grade levels of the Saginaw Chippewa Academy.



## American Indian Economic Development Fund



<b>Project Title:</b>	Financial Literacy Project
<b>Award Amount:</b>	\$294,628
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 8 jobs created
- 4 businesses created
- 1 Native American consultant hired
- 25 youth involved
- \$110,625 in resources leveraged
- 47 individuals trained
- 14 partnerships formed

### BACKGROUND

The American Indian Economic Development Fund (AIEDF) was established in 1992 as a regional nonprofit organization located in St. Paul, Minnesota. AIEDF promotes the revitalization of American Indian families and communities by assisting native entrepreneurs (Indianpreneurs) and small businesses to develop and expand successful community-based small businesses. AIEDF provides culturally relevant training, small business development assistance, gap-funding in the form of loans, and support during the loan process.

Native Americans have a low small business ownership rate compared to other ethnic

groups, and the average unemployment rate on reservations in the region is 23%, much higher than the national average. Barriers to owning a business include the lack of collateral, poor communication from the financial community, and rigid banking rules often unfavorable to Native Americans.

Under previous ANA-funded projects, AIEDF honed its *Indianpreneur* small business training curriculum and expanded its geographic service area. However, AIEDF staff noted many small business trainees lacked basic financial literacy, a significant barrier to successful business management and something not included in the curriculum.

### PURPOSE AND OBJECTIVES

The purpose of this project was to integrate financial literacy education components into the *Indianpreneur* training program.

The project's main objective was to fully revise the curriculum's 108-page manual and 33-hour presentation. To prepare for the revision, five AIEDF staff members received financial literacy training. The staff then met and planned revisions to the training program. A key component of the

revision process was integrating feedback from previously trained individuals and organizations into the updated curriculum. The revised program contains significant financial literacy components, updated formatting, stories and quotes from a wider collection of tribes, and photos approved by the Minnesota Historical Society. The format of the training changed as well, moving towards an interactive discussion style in place of the previous training's lecture style. During the revision process, staff also decided to update the accompanying instructor's manual to guide trainers through the program.

The objective's final component was to pilot test the new training. Staff delivered the new training in the spring of 2009 to 16 adult participants and conducted an additional 3-hour class with 25 high school students. Feedback from the training led staff to reorder some sections of the curriculum to improve its consistency. Final updates to the curriculum included the development of flash drives loaded with preformatted financial spreadsheets and additional case studies.

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

AIEDF staff attributed the revised training program with the establishment of four new small businesses, including an organic farm, a wholesale meat distributor, a designer, and a bookkeeping business. The new businesses created five new fulltime positions, thereby strengthening the local economies of their communities.

Similar to results achieved through the training's previous incarnation, participants increased their knowledge of business plan development. The revised curriculum, however, also assisted participants' understanding of larger financial issues, including key business concepts and financial literacy, which were not components of the previous program. Some

participants decided not to start businesses because of the training because it helped them realize the intricacies of business and the prerequisites needed before beginning a business.

AIEDF staff reported an increase in their own knowledge of business trainings and the expansion of their network of relationships. David Glass, AIEDF's Executive Director, shared, "The project helped us develop our capacity. We consider ourselves experts, but we don't know everything yet."

At the end of the project period, AIEDF had not secured additional funding to deliver a full year's worth of training but planned to continue the program to the fullest extent possible with its own funds.

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## Minneapolis American Indian Center

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<b>Project Title:</b>	Marketing and Sales of QUICWA Software
<b>Award Amount:</b>	\$465,973
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 3 jobs created
- \$9,500 in revenue generated
- \$427,717 in resources leveraged
- 373 individuals trained
- 39 partnerships formed

### BACKGROUND

Since 1960, the Minneapolis American Indian Center (MAIC) has provided social services, educational programming, and cultural art activities for over 36,000 American Indians living in the Seven Counties Twin Cities metropolitan area in Minnesota. MAIC annually serves more than 20,000 people through its seven funded programs and community events held at the center, including programs for elders, chemical dependency, youth, and the Indian Child Welfare Act (ICWA).

During the previous decade, and with assistance from two previous ANA-funded grants, MAIC developed and upgraded an internet-based, case management / ICWA compliance tool called QUICWA. Among its uses, QUICWA allows users to track

child placement histories; monitor ICWA compliance; track notice requirements and the provision of qualified expert testimony; and record tribal recommendations, case plan updates, and hearing notes.

### PURPOSE AND OBJECTIVES

The purpose of this project was to implement a marketing and sales program to ensure the sustainability of the QUICWA software.

The project's first objective was to optimize QUICWA productivity and ease of use by implementing user suggestions taken from previous evaluations. One of the main issues that MAIC staff had to overcome was making users (i.e. tribal ICWA officers) comfortable with the QUICWA technology. To aid their use, MAIC developed standardized forms. Once the forms are saved they automatically fill in other screens on the case files, minimizing the need for repetitive actions. Staff also developed a package of standardized reports which address the majority of ICWA reporting requirements. MAIC encountered significant challenges completing this objective due to the design limitations of

QUICWA’s first software release. MAIC contracted with a new developer to update the software language and succeeded in upgrading all critical elements of the software.

The next objective was to market the QUICWA software system nationally, with the goal of selling five software packages to tribes during the project period. To promote the product, staff developed a quarterly newsletter and distributed it to nearly 300 tribes and organizations, provided free online QUICWA demonstrations, and attended eight national trade shows, including the National Indian Child Welfare Conference, National Urban Indian Families Conference, Minnesota Indian Business Conference, and the National Resource Center – Child Welfare Data and Technology Conference. MAIC also enhanced support for the software through meetings with tribal, state, and federal government representatives and agencies. By the end of the project period, MAIC had sold the QUICWA software package to three new tribes, with two potential buyers demonstrating interest. In addition to revenue from QUICWA sales, MAIC also received a \$100,000 grant from the Shakopee Mdewakanton Sioux community which is interested in assisting other tribes purchase the software. MAIC staff also submitted grant applications to other federal agencies to supplement sales revenues.

MAIC contracted with an external evaluation consultant to solicit feedback from the eight tribes using the system, including the three new users. The results demonstrated strong support for the system and provided a framework to continue improving system features and MAIC’s capacity to provide effective technical support.

## OUTCOMES AND COMMUNITY IMPACT

MAIC staff noted the project enhanced communication between ICWA programs from different tribes. As a result, ICWA program officers have increased access to a network of individuals with ICWA expertise. Tribes using the software are better protected from losing paper files and have increased capacity to monitor and track ICWA cases in their communities. MAIC hopes to continue improving the QUICWA software to ensure compliance with the Health Insurance Portability and Accountability Act and title IV-E of the Social Security Act.

The marketing campaign resulted in a growing national awareness of the software and its capabilities, strengthened by a trend towards standardized data collection. MAIC staff noted the increased awareness has also changed the perspective of some states which previously required tribes to report on ICWA data using state systems but began allowing tribes to use their own reporting system.

By the end of the project period, the QUICWA software program was not completely sustainable based on sales revenue. However, MAIC established some partnerships to offset development and maintenance costs and will use some indirect costs to continue promoting the system.

*“The main goal of our efforts is to get QUICWA software out to communities, not becoming wealthy. We believe in this product.”*

Paul Minehart –  
ICWA Compliance Officer

## Cumberland County Association for Indian People



CUMBERLAND COUNTY  
**ASSOCIATION for INDIAN PEOPLE**

<b>Project Title:</b>	East Star Center Program Development
<b>Award Amount:</b>	\$227,002
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 2 jobs created
- 1 business created
- 1 Native American consultant hired
- 30 elders involved
- 15 youth involved
- \$55,200 in resources leveraged
- 14 partnerships formed

### BACKGROUND

The Cumberland County Association for Indian People (CCAIP) is based in Fayetteville and acquired nonprofit status in 1972. CCAIP’s mission is to enhance the self-determination and self-sufficiency of the 5,500 Native Americans residing in Cumberland County.

In 1980, CCAIP acquired the Les Maxwell Indian School and its surrounding 12 acres from the county. CCAIP operated a daycare and museum out of the school until the late 1990s, when the school’s poor condition forced the programs’ discontinuation. In 2007, CCAIP received funds from the Affordable Housing Group, a nonprofit organization located in Charlotte, North

Carolina, to renovate and convert the school into a family center for the county’s Native American population.

### PURPOSE AND OBJECTIVES

The project’s purpose was to develop and implement the daycare, museum, and arts and crafts programs for the East Star Family Center.

The project’s first objective was to design and implement an information outreach effort to promote community involvement in planning the Center’s programs. To complete the objective, project staff held community dinners and meetings to procure input on program content and operation of the Center. During the early stages of project implementation, the school experienced five separate acts of vandalism, rendering the facility unusable and prompting the insurance provider to drop their coverage. After a significant delay, project staff was able to secure an alternative site at a local church. However, due to the limited space at the new location, staff was only able to pursue plans for the daycare program to completion. The daycare will commence operations in

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November 2009, after the conclusion of the project timeframe.

The project's second objective was to develop and implement the program infrastructure for the East Star Family Center, including a curriculum for the daycare program, an operating plan for the museum, and an arts and crafts program. Due to the challenges previously cited, staff achieved no significant progress on the planned deliverables within the project timeframe.

**OUTCOMES AND COMMUNITY IMPACT**

Due to the challenges described above, the project's outcomes and impact on the community have been minimal.



## Lumbee Nation Tribal Programs



<b>Project Title:</b>	Economic Development for the Lumbee Tribe
<b>Award Amount:</b>	\$110,777
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 1 job created
- 10 elders involved
- \$3,500 in resources leveraged
- 3 individuals trained
- 17 partnerships formed

### BACKGROUND

The Lumbee Tribe is a state-recognized tribe located in southeastern North Carolina. It is the largest tribe east of the Mississippi River, with approximately 55,000 enrolled community members. The tribal service area is completely rural, with the largest town hosting a population of fewer than 10,000 people. The population is dependent on a declining agricultural economy, causing additional strain on an area that has also lost over 8,000 manufacturing jobs in the past 10 years. Census data indicates that 31% of Lumbee community members live below the poverty line.

### PURPOSE AND OBJECTIVES

The project's purpose and objective was to create a Strategic Economic Development Plan to create sustainable jobs and improve

the economic and social conditions of Lumbee tribal members. To complete the objective, the tribe contracted with The Regional Center for Economic Development at the University of North Carolina – Pembroke to conduct information gathering activities and author the plan. The contractor conducted meetings with the Tribal Chairman, Tribal Program Managers, Tribal Council members, and community members to procure input on economic development strategies and community needs. With these same stakeholders, the contractor also performed an analysis to determine the tribe's strengths, weaknesses, opportunities, and threats. The contractor then incorporated all quantitative and qualitative information gathered during project implementation into a final Economic Development Strategic Plan which outlines four development goals for the tribe and details expected outcomes for the next 3-5 years. The stated goals are: 1) Create a Lumbee Foundation for Economic Development; 2) Create Tribal Enterprises; 3) Develop Entrepreneurial Opportunities for Tribal Members; and 4) Develop Tourism Opportunities. The plan outlines an implementation framework, timeframe,

position responsible, and planned deliverables for each goal. The contractor submitted the completed plan to the Lumbee Tribal Council within the project timeframe.

**OUTCOMES AND COMMUNITY IMPACT**

For the Lumbee community, participation in the creation of the Economic Development Strategic Plan fostered an environment of empowerment and hope. Community members set the vision for their Tribe on issues they want addressed.

Lumbee leaders now have clear and current information about the needs of their community. With the completion of the plan, a framework for appropriate policy implementation and economic development activity has successfully been built by the implementation of project activities. The strategic plan forms the basis for the prioritized tasks of the Lumbee Tribal Council. Finally, the completed plan provides the needed foundational data and implementation matrix for all future Lumbee grant applications and development initiatives.

## Standing Rock Sioux Tribe



<b>Project Title:</b>	Standing Rock Sioux Tribe Entrepreneur Development Project
<b>Award Amount:</b>	\$963,292
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2005 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 16 jobs created
- 7 businesses created
- 1 Native American consultant hired
- 386 elders involved
- 675 youth involved
- \$1,476,371 in resources leveraged
- 962 individuals trained
- 35 partnerships formed

### BACKGROUND

The Standing Rock Reservation, located in contiguous counties in North and South Dakota, has a land base of 2.3 million acres and a population of approximately 8,225. The Standing Rock Sioux Tribe (SRST) is comprised of the Hunkpapa Lakota, Santee Dakota, and Yanktonai Dakota, and is divided into eight political districts.

### PURPOSE AND OBJECTIVES

The purpose of this project was to facilitate the start-up or expansion of businesses on the Standing Rock Sioux Reservation through the establishment of a business

incubator on the Sitting Bull College (SBC) campus in Fort Yates. The incubator, to be called the “Entrepreneurial Center,” would utilize the combined knowledge and skills of project staff, personnel from the Tribe's Business Equity Loan Fund (BELF), and the SBC Tribal Business Information Center (TBIC), to provide advice and training for 12 business owners located in the incubator and other SRST small business owners and entrepreneurs in the community.

During the project’s first year, the project team had various objectives, including: developing incubator center operating policies and procedures; completing curriculum changes with the SBC Business Department; creating small business development training materials, devising retention and recruitment methods; and beginning outreach efforts. To create policies and procedures, project staff, along with BELF and TBIC staff, studied business incubators in the region, learned about their best practices, developed a shared understanding of what was involved in creating a business incubator, and drafted policies and procedures to guide the Center. These policies and procedures addressed

recruitment and retention of incubator tenants, how tenants should be evaluated, and how SRST partners should facilitate this process. These policies effectively brought together all tribal business development services under one roof.

After operating procedures were in place, project staff amassed a substantial small business resource library, including hundreds of business start-up guides, to provide incubator clients with training materials for business development. Then, project and TBIC staff designed new courses for SBC students and interns. These courses enabled them to learn about business development, entrepreneurship, financial and credit planning, marketing, business projections, and other topics, giving the students knowledge they would later use to provide services for project clients.

Through radio ads, community meetings, and other forms of outreach, project staff shared information on project services and training and the function of the business incubator with 3,950 community members. Because construction of the center was not completed until late in the third year of the project, however, project staff could not recruit tenants in years one and two as planned. Moreover, funding restrictions limiting the space allowed for commercial endeavors meant that only 6 businesses, rather than the 12 intended, could be located there. To compensate for this, project staff opened a second business incubator in McLaughlin, South Dakota and requested a no-cost extension to allow Fort Yates area small businesses more time to settle into the primary facility.

The next project objective was for staff to conduct community training sessions and provide one-on-one technical assistance to entrepreneurs and small business owners, particularly to incubator center clients. Throughout the project period, 962 people

attended trainings on various topics, such as entrepreneurship, budgeting, product pricing, website development, QuickBooks, tax preparation, and agricultural borrowing; and 362 people benefited from technical assistance and credit counseling.

The final objective was for project staff to coordinate six classroom focused study groups at SBC, allowing students to assess the feasibility of Tribal members' small business ideas. Because the majority of the clients coming to the project already had clear ideas on the types of businesses they wanted to start, these studies did not significantly influence business decisions for the clients. Five student interns, however, provided one-on-one training and services for prospective entrepreneurs and business owners, enhancing business skills and facilitating an increased understanding of business management among these clients.

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

The newly-developed Entrepreneurial Center in Fort Yates and the Satellite Center in McLaughlin gave the tribe the capacity to provide business incubation services for nine small businesses in the community. At project's end, there were seven such businesses receiving these services. Throughout the project period, project staff helped facilitate the start-up of 7 businesses and expansion of 13 businesses through \$2.73 million in BELF equity grants and private loans.

In addition to fostering the development of small businesses on the reservation, the project has infused the community with a more active interest in business development, and has laid the groundwork for increased business activity. This, project staff feel, will lead to an increase in products and services available to the community, and to real economic growth on the reservation.

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## Native Prevention, Research, Intervention, Development, Education

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<b>Project Title:</b>	The Good Road of Life: Responsible Fatherhood
<b>Award Amount:</b>	\$152,000
<b>Type of Grant:</b>	Social and Economic Development Strategies - Family Preservation
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 2 jobs created
- 3 Native American consultants hired
- 12 elders involved
- 10 youth involved
- \$4,670 in resources leveraged
- 50 individuals trained
- 12 partnerships formed

### BACKGROUND

Native Prevention, Research, Intervention, Development, Education (PRIDE), an American Indian nonprofit organization located in Corrales, New Mexico, was established in 2007 to develop and deliver culturally competent programs and trainings to native populations. Native PRIDE strives to counter the negative effects of multigenerational trauma and cultural oppression, which the organization believes hinders native men's ability to embrace their culture and tradition, thereby weakening their status and roles in their communities.

According to a 2004 report from the Centers for Disease Control, native men suffer a rate of alcoholism 6 times higher than other Americans, with alcohol-related death rates 178% higher. The suicide rate for native men is about 1.5 times higher than other Americans. Furthermore, Native American women fall victim to violent crimes at least 3.5 times more often than the national average. These social factors detrimentally impact the healthy functioning of native families and communities.

Prior to this project, Native PRIDE was unable to find effective training curricula to help native men address the underlying trauma associated with these indicators.

### PURPOSE AND OBJECTIVES

The purpose of this project was to develop and implement a culturally appropriate and replicable curriculum focused on responsible fatherhood and marriage education for Native American men.

The project's first objective was to develop and pilot the curriculum. Under the direction of an advisory group, project staff

collaborated with partners to develop the content of the curriculum and an associated three-day workshop specifically focused on native men. Project staff consulted quarterly with the advisory board and held three face-to-face meetings and one teleconference to elicit feedback on the content and structure of the curriculum and workshop.

Staff then piloted the curriculum at the Southwest Indian Polytechnic Institute (SIPI), a tribal college located in New Mexico. Working in partnership with the Albuquerque Indian Health Board to promote the curriculum, Native PRIDE attracted 45 participants to the pilot test. Before the workshop began, staff conducted a one day training of trainers for advisory board members.

During the pilot-test, the men participated in sweat lodges, built sacred instruments, and participated in cultural activities. The workshop promoted healthy living and life skills improvement as a means to forming healthy Native American families. The workshop was highly interactive and encouraged participants to relate and network with one another. After the third day of the workshop, the trainers tasked participants with four homework projects and partnered them with another participant to facilitate communication and teamwork during project completion.

After the pilot workshop, Native PRIDE's advisory board recommended creating an additional training for the participants' families to ensure they understood and accepted the men's healing journey through the course. Staff developed the additional curriculum and pilot-tested it in December, 2009, after the ANA-funded portion of the project ended. Under the new two-pronged training approach, participants will return with their families one month after the first workshop. The second training is a nine-chapter course spanning three days with the

men and women attending their own sessions for the first two days and attending a collective training on the final day.

At the outset of the workshops, staff evaluated participant knowledge of culture and other life skills. Staff then followed up with a post-workshop evaluation to compare its effectiveness and delivery.

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

The completed 15 chapter curriculum focused on helping native men address issues related to their relationship with their fathers and unresolved feelings of shame, while also building a network of healthy relationships with other native men. The curriculum also emphasized an understanding of historical trauma and developing healthy life skills.

The completion of this project yielded a comprehensive, culturally appropriate and easily replicable curriculum to help improve the lives of native men and foster healthier marriages and family life within Native American communities. Native PRIDE not only developed the men's curriculum as planned, but they developed a similar comprehensive curriculum for participants' families as well.

To sustain project benefits, staff will develop a train-the-trainers curriculum to be used throughout the United States by other interested organizations and tribes.



## Pueblo of Laguna



<b>Project Title:</b>	Effective Governmental Capacity Building Strategy for Analysis, Codification, Update, and Management
<b>Award Amount:</b>	\$56,594
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Feb. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 90 elders involved
- \$25,443 in resources leveraged
- 2 partnerships formed
- 1 governance code/ordinance developed
- 1 governance code/ordinance implemented

### BACKGROUND

The Pueblo of Laguna (POL) is a federally recognized Indian tribe with an enrollment of just over 8,000. The pueblo is comprised of 6 rural villages located on a 700,000 acre reservation in New Mexico.

Prior to this project, the pueblo had no trackable and openly accessible resource that contained tribal legislation, making regulation and enactment of new policies cumbersome and sometimes impossible.

### PURPOSE AND OBJECTIVES

The purpose of this project was to enhance the pueblo's administrative and governmental legislative capacity to enact

codes and provide effective governmental services.

The project's first objective was to compile and maintain accurate and retrievable records of the pueblo's existing governing laws and policies. To do so, staff compiled the pueblos' existing laws into three volumes, organized them into chapters, standardized their format, digitized the compendium, and began to maintain them systematically.

The second objective was to review existing pueblo laws for consistency, then identify and prioritize community needs that could be served by new laws. A sub-contracted law firm reviewed existing laws and drafted recommendations. The POL tribal council then met to prioritize governmental areas for code revisions. Through this process, staff updated the pueblo's trespassing code and made formal recommendations to update several other codes, including the POL's procurement code. To codify the changes, staff contracted with a publishing company but was unable to publish the new format by the end of the project.

The final objective was to adopt uniform procedures for codifying existing and future laws and adopt a new administrative procedures act. The pueblo partnered with the University of Arizona to host a gathering of community stakeholders for the development of priorities for future code implementation, including health care, financial stability, administrative efficiency and education. This effort led to the creation of subgroups who reviewed each of the priorities to determine means of filtering them down to the public and implementing them in the future. However, the POL was unable to adopt uniform procedures for codifying laws due to delays within the committee responsible for reviewing new procedures. Staff did succeed in developing the Administrative Procedures Act, which the Tribal Council adopted on September 9, 2008.

**OUTCOMES AND COMMUNITY IMPACT**

The updated records and streamlined cataloguing system increased the Pueblo of Laguna’s capacity to exercise sovereignty, according to the project’s director, June Lorenzo. One example is the updated trespassing code, which gave more protection to the POL and power to negotiate greater revenue generation in the future.

Copies of the published code will be distributed throughout the community to ensure easy access for pueblo members. Since many members represent themselves in legal disputes, the increased access and standardization of the codes will assist these efforts. The formal publication of the code will ensure that project benefits are sustained and the format is easily updatable.

*“This project has made a huge difference. The code is a thing of pride for the Pueblo, and everyone has access to it.”*  
June Lorenzo, Project Director

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## Washoe Tribe of Nevada and California




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<b>Project Title:</b>	Project to Facilitate Code Revision, Leadership Capacity Building, and Business Negotiation
<b>Award Amount:</b>	\$111,899
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

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### PROJECT SNAPSHOT

- 1 Native American consultant hired
- 7 elders involved
- 2 youth involved
- \$110,750 in resources leveraged
- 24 individuals trained
- 7 partnerships formed
- 11 governance codes/ordinances developed
- 1 governance code/ordinance implemented

### BACKGROUND

The Washoe Tribe's traditional homeland surrounds Lake Tahoe in Nevada, their spiritual center. Currently, the tribe inhabits four geographically separated communities stretching over three counties and two states: Stewart Community, Carson Colony, and Dresslerville Community in Nevada; and Woodford Community in California. The reservation lands are bounded by the Sierra Nevada Mountains to the west and the Pine Nut Mountains to the east. Tribal Headquarters are located in Gardnerville,

Nevada, abutting the Dresslerville Community.

Prior to this project, the tribe determined its Law and Order Code, which had not been altered or updated since 1979, did not address new federal regulations or take advantage of the tribe's strengths for economic development. Data from a previously funded socio-economic assessment revealed low incomes and high unemployment rates.

Recent elections replaced the tribal chairperson, secretary, and 8 of 12 council members. Upon assuming their positions, the new leaders disbanded the tribe's economic development body, only to realize they lacked the experience in finance, accounting, and public development opportunities necessary to take advantage of potential economic opportunities for the tribe.

### PURPOSE AND OBJECTIVES

The purpose of this project was to implement a three-pronged governance initiative to enact laws and codes in support of business and investment transactions,

explore development opportunities, and strengthen the management and leadership skills of senior personnel in the tribal government.

The project's first objective was to examine potential contracts and economic development opportunities with the hope of securing an economic development loan if prudent. The tribe faced unforeseen delays during the contracting process, but secured a contract with the law firm Williams Kastner, LLC. Due to the late start, and the tribe's desire to maximize the impact of the project, the law firm focused its efforts primarily on outlining the legal business environment of the tribe. The firm highlighted the tribe's economic potential: good location on a growth curve near Gardnerville and Carson City, Nevada, holdings of sizeable trust land, and a proactive tribal council willing to make positive changes. The firm subsequently developed codes to leverage these business advantages for the tribe. They modified the tax, civil procedure, and leasing codes and reviewed the tribe's comprehensive plan for its trust land.

The project's second objective was to develop and conduct capacity enhancement trainings for tribal government, business, and management personnel. Twenty-four of the tribe's council members, business leaders, and staff completed trainings or workshops steeped in issues pertinent to economic development opportunities and strategies for Native American tribes. The goal of the trainings was to establish a standard foundation of critical legal, business, and economic development knowledge within the tribal leadership to enhance its capacity to make informed decisions regarding future business opportunities. After the trainings, the law firm held two sessions with the tribal council to summarize the codes and business issues it had prepared.

## OUTCOMES AND COMMUNITY IMPACT

Attorney Gabriel Galanda, from Williams Kastner, LLC, shared his sentiment that the firm's actions in this project, "will help legitimize the tribe's discussions with new businesses" in the future. The firm's representatives also felt the codes they enhanced will safeguard the tribe when working with third parties in business agreements and help the tribe take advantage of available economic development opportunities.

The training component taught critical business and development concepts to the tribe's decision makers as a group. Rebecca Smokey, a tribal council member, shared, "These training provided us with the tools needed to attract business, protect our sovereign rights, and precious resources." The experience also enabled the council to become more cohesive as a unit, which members reported will lead to good decision making.

The trainings served as networking opportunities for council members who began to establish new partnerships, including one with the Northwest Shoshone Bannock tribe, which invited Washoe Tribe members to Utah to attend trainings and discuss economic development strategy.

Two youth received scholarships to attend one of the trainings at the Native Nations Institute in Tucson, Arizona. Staff reported both demonstrated considerable leadership and the process supported the tribal council's desire to address one of the youth's cited concerns: economic development.

*"The project helped to empower and validate council member knowledge and experiences."*

Debby Carlson, Project Director

## American Indian Education Center



<b>Project Title:</b>	Strong and Stable Native Youth
<b>Award Amount:</b>	\$757,570
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 5 jobs created
- 1 Native American consultant hired
- 7 elders involved
- 250 youth involved
- \$196,354 in resources leveraged
- 307 individuals trained
- 42 partnerships formed
- 8 native language classes held

### BACKGROUND

Established in 1992, the American Indian Education Center (AIEC) is a nonprofit organization dedicated to enhancing the cultural, educational, and socioeconomic status of 5,000 Native Americans in the greater Cleveland area through educational and social service programs.

### PURPOSE AND OBJECTIVES

The purpose of the project was to enhance family communication and cohesiveness; improve family mental and physical health; and increase cultural pride, identity, skills, and knowledge among the families and community members participating. The

project's first objective was to produce and implement a culturally-tailored version of the Strengthening Families Program (SFP) curriculum for 80 native youth and 80 native adults, promoting strong and stable native youth and families. Instead of using the SFP curriculum, however, the AIEC team developed its own curriculum focusing on topics such as: anger management; stress reduction; historical trauma and the effects of history; alcohol and drug abuse; and life skills for parents and children. Project staff began implementing the curriculum in the first quarter of the second year, hosting five 2 ½-hour sessions per quarter. For each session, children and parents were placed into separate groups, where they participated in parallel talking circles to express their thoughts on a particular aspect of the curriculum. Later, they convened for interactive games and activities promoting dialogue and communication. Through this objective, the project reached 111 youth and 141 adults over the next two years.

The second objective was to implement Project Family Success, providing 112 native youth and 112 native adults with case management services to increase access to community-based behavioral and physical



health services, enhance their social support systems, and enable them to develop plans for adapting to their personal, social, or economic circumstances. To achieve this, project staff created an 84-point assessment form identifying health considerations, personal issues, work orientation, career and life planning skills, adaptation skills, and education and training. Project staff then recruited 86 families, 61 of which were assessed for their needs and offered appropriate services. Participating families received counseling and guidance in how to access health and social services; find work; build life and work skills; and address difficult, destabilizing family and personal issues. Staff provided referrals for health and behavioral treatment as needed and assisted families in finding a “regular medical home” within 30 days of their initial assessment.

The third objective was to implement a series of native crafts and traditions classes for 126 youth and 126 adults, to increase cultural identity, pride, and connectedness. The project team conducted weekly classes throughout the project period, on topics such as: traditional singing; drumming; dancing; beading; cooking Native fry bread and other Native foods; Navajo language; making dream catchers; sweat lodge; and Native American history. During the third year of the project, staff conducted project objectives one and three simultaneously, conducting family strengthening sessions and culture sessions together to involve a greater number of people in both aspects of the project. This enabled more people to strengthen cultural pride and social identity as they worked toward solving difficult life issues. Over a 3-year period, the classes involved 143 youth and 189 adults.

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

During each quarter of the project, staff and partners surveyed participants to determine

what they learned. Responses indicated nearly 100% of participating families increased their sense of cohesiveness, improved their communication, and felt more supported in the community. The project significantly reduced the prevalence of psychological barriers to strong families and healthy relationships. Parents reported they had enhanced and developed various parental skills, and children reported improved social skills, peer relations, and relationships with parents. Over 90% of participants in the community crafts, traditions, and values classes reported having a greater sense of native pride, and over 80% stated that their participation in the project made them feel more connected to native traditions.

Families receiving case management services indicated they had greater access to health care, including infant development and health screenings at local clinics, and on-site services such as diabetes and HIV testing. Referrals provided many with regular access to medical facilities, including Veterans Administration hospitals and area free clinics. Many families experienced improved diets after taking nutrition classes and using local community food banks. Several individuals participated in job skills training, many received jobs, and three project participants started their own micro-businesses during the project period.

Project staff feel the curricula they have developed and the types of services they have established, both in the office and through the referrals they make, do much to address the social, health, educational, and economic issues of Native Americans in Cleveland, and will help community members for many years to come.



## Association of American Indian Physicians



<b>Project Title:</b>	Family Wellness and Youth in Distress Project
<b>Award Amount:</b>	\$447,145
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 5 jobs created
- 1 Native American consultant hired
- 427 youth involved
- 32 elders involved
- \$268,754 in resources leveraged
- 1,185 individuals trained
- 41 partnerships formed

### BACKGROUND

The Association of American Indian Physicians (AAIP) was founded as a nonprofit organization in 1971 in Oklahoma City by 14 American Indian and Alaska Native physicians. AAIP provides educational programs, health initiatives, and supportive services to American Indian and Alaska Native communities.

The Family Wellness and Youth in Distress Project, which assists Native American families by providing youth programs to prevent abuse and preserve culture, is in its second implementation phase. The initial phase of the project developed curriculum focused on reducing youth violence and strengthening the family unit. Staff

designed the curriculum for all individuals engaged in programs involving Native American children, including parents, school teachers, counselors, juvenile probation officers, tribal court personnel, and social service agency staff.

### PURPOSE AND OBJECTIVES

The purpose of this project was to develop and implement a parenting supplement to the curriculum and to develop a tribal court justice model to encourage family cohesion while one parent is incarcerated.

The first objective was to develop the “Positive Indian Parenting” reference manual. To develop the manual, AAIP worked with the Minnesota Positive Indian Parenting Program, which provided the manual utilized by the state of Minnesota. The manual was used as a guide and tailored to meet the unique needs of Oklahoma Indian families. The reference manual exposed Indian parents to traditional child rearing methods, as well as life skills. In addition to the information provided to parents, the manual included exercises, handouts, and strategies for forming talking circles.

The second objective was to develop a partnership with the Oklahoma City Public Schools (OCPS). This partnership produced the Developing Responsible United Mature Students (DRUMS) Project which targets at-risk male youth. Teachers and school administrators nominated 15 students, of which 8 participated in the program. The students, four mentors, and project staff organized and participated in a four-day retreat at the Stroud Wilderness Center in Stroud, Oklahoma, where mentors and students created powwow-quality Native American drums. Students also participated in life skills, traditional values, and family wellness workshops.

The third objective was to develop a tribal court model to encourage tribal judiciary systems to make efforts to maintain family cohesion. In coordination with consultants and the Justice Resource Center, AAIP developed a model to be distributed to tribal court systems in an effort to maintain family ties after a parent is sentenced. The model is a guide on how to ensure continued contact between parent and child. The tribal court systems AAIP worked with included the Chickasaw, Cheyenne-Arapaho, Quapaw, Citizen Potawatomi, Otoe-Missouri, Kickapoo, and Absentee-Shawnee. AAIP also presented a Tribal Courts Promoting Healing and Family Wellness Symposium at their 2009 Annual Conference to further inform its membership about the importance of health and healing within the tribal judicial system.

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

The Positive Indian Parenting module was presented at 12 communities throughout western Oklahoma. These sessions included involvement from community elders who shared knowledge of traditional parenting techniques. One of the most critical items shared during the sessions was that parents and grandparents make mistakes, and it is

how you overcome those mistakes and move on that is critical. Parents and caregivers also learned they need to take care of themselves – physically, emotionally, spiritually and financially – in addition to caring for their dependents.

Following the DRUMS retreat, the students took the initiative to form practice sessions to continue learning how to play their drums. These practice sessions coincided with the monthly Indian parent meeting held by OCPS. The Indian parent meetings have seen a ten-fold increase in attendance. Additionally, the students continue to be monitored by the school system, and AAIP staff shared they are exhibiting fewer discipline problems and expressing more interest in academics and extra-curricular activities such as athletics and JROTC.

## Citizen Potawatomi Community Development Corporation



<b>Project Title:</b>	Citizen Potawatomi Native American Financial Education and Entrepreneur Training Program Expansion Project
<b>Award Amount:</b>	\$202,288
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 4 jobs created
- 3 Native American consultants hired
- 37 youth involved
- 158 individuals trained
- 12 partnerships formed

### BACKGROUND

The Citizen Potawatomi Nation (CPN), headquartered in Shawnee, Oklahoma, is the ninth largest federally recognized tribe in the United States. In 2004, the tribe had a resident population of 11,011, with 24,953 enrolled members. Between 1971 and 2005, the Nation went from having an annual budget of \$550 to being the largest employer in Pottawatomie County, with 980 full-time employees.

The Citizen Potawatomi Community Development Corporation (CPCDC) is a nonprofit organization established to promote community and business development through the promotion and support of Native American owned

businesses. The CPCDC works to increase the financial knowledge of tribal members through four specific areas: micro-business loans, commercial lending, CPN employee loans, and a new asset building Individual Development Account (IDA) program.

### PURPOSE AND OBJECTIVES

The purpose of this project was to increase CPCDC's organizational capacity to deliver higher levels of business technical assistance, workshops, and financial education programs.

The project's first objective was to increase the number of financial and entrepreneurship training programs provided by CPCDC. Staff developed four new initiatives, the Potawatomi Business Network (PBN), a workplace-based financial education program, a financial boot camp, and a financial education youth camp. The PBN focused on bringing together businesses owned by CPN members to network, receive training, and learn best practices from one another. Staff held two dinner events, hosting 32 businesses, 12 of

which also received training in Quickbooks. Staff then trained 30 CPN employees in the four-part workplace-based financial education program, 78 individuals in the financial boot camp, and 31 youth in the financial education boot camp.

The second objective was to increase the number and types of methods used by CPCDC to deliver trainings, specifically to reach previously un-served tribal members located throughout the world. First, staff purchased new financial education curricula to support its ongoing programs and purchased a color copier to assist in marketing efforts. CPCDC then created a business mentoring program in conjunction with the PBN program, which provided mentorship to 27 Potawatomi-owned businesses. Staff also planned to create a virtual classroom, which would have given CPN members living far from CPCDC, an opportunity to receive remote trainings. Due to delays with the virtual network technology, however, staff was unable to complete this activity during the project. In preparation, however, staff purchased a television to be used for the virtual trainings.

The final objective was to enhance CPCDC staff capacity and financial knowledge. To do so, CPCDC contracted with a consultant to provide financial education to all staff, including budgeting, money handling, savings, and certification in credit counseling. Another contractor provided staff training in marketing and social networking. Additionally, five staff and board members attended the Oweesta First Nations financial education conference.

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

For existing businesses owned by Native Americans in the area, the project helped establish relationships with other Native American-owned businesses, thereby creating vendors and consumers amongst the tribe's members. They also shared best

practices with one another, facilitating the dissemination of business knowledge amongst peers. The project also helped participating businesses manage their finances through software trainings.

Tribal employees benefited through free financial literacy trainings, something long supported by the tribe's human resources department, in part due to its belief that financially solvent employees will have less distractions and perform better.

Finally, the CPCDC benefitted organizationally through its staff's financial and budgetary trainings, which will facilitate the implementation of its training portfolio. Due to staff certification in credit counseling, the CPCDC now has capable credit counselors in-house. Kristi Coker, CPCDC's Executive Director, noted, "In this project we moved from a consumer of the credit counselor training...to a vendor as we built the capacity to deliver the trainings."

To maintain the project's momentum, the newly developed programs and associated purchases were integrated into CPCDC's ongoing programs.

## Citizen Potawatomi Nation



<b>Project Title:</b>	Language Preservation Project
<b>Award Amount:</b>	\$251,676
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 30 elders involved
- 234 youth involved
- \$25,728 in resources leveraged
- 1 individual trained
- 10 partnerships formed
- 558 native language classes held
- 234 youth increased their ability to speak a native language
- 85 adults increased their ability to speak a native language

### BACKGROUND

The Citizen Potawatomi Nation (CPN), headquartered in Shawnee, Oklahoma, is the ninth largest federally recognized tribe in the United States. In 2004, the tribe had a resident population of 11,011 people, with 24,953 enrolled members.

Prior to this project, the tribe estimated only 20 speakers of the Potawatomi language remained and the youngest fluent speaker was 68 years old. Respondents to a tribal needs survey reported overwhelming interest

in learning and preserving the Potawatomi language.

### PURPOSE AND OBJECTIVES

The purpose of this project was to mitigate the decline of the Potawatomi language by teaching younger generations of Potawatomi their native language.

The project’s first objective was to develop and implement a sequential set of language curricula for tribal youth. To do so, staff researched examples of existing native language curricula, deciding to base the Potawatomi curricula on the Cherokee Tribe’s model. Next, staff established a Potawatomi Language Society (PLS) with eight members who met bi-weekly to provide guidance on the key concepts to include within the curricula.

Staff then developed a language curriculum for four and five year olds, using the experience to glean best practices and resolve unforeseen challenges before beginning development of the other youth curricula. Staff also developed an informal evaluation system for students to determine how well they met learning targets, including knowledge of new vocabulary and songs. The PLS reviewed and revised the



curriculum prior to implementation, ensuring its cultural relevance. Staff then taught the curriculum for 2 years via 15-minute tri-weekly classes to roughly 40 students.

Using the template of the curriculum developed for the 4-5 year olds, staff created curricula for 2-3 and 6-12 year olds, thereby establishing a base language program for children from 2-12 years of age. Cumulatively, over 230 tribal youth received language instruction from the curricula developed in the project. As a supplement to the printed curricula, staff developed online games, recordings, and other resources.

The project's next objective was to develop a series of curricula for Potawatomi adult language learners. Again, staff based the adult curricula on a Cherokee language curriculum. Following the same pattern of the youth curricula development, the PLS met with staff to provide cultural direction for the curricula. Staff developed introductory, intermediate, and advanced curricula with accompanying assessment tools. Staff then taught beginning and intermediate classes once weekly for 1 ½ hours to almost 20 students for 15 months. As an alternative to in-person instruction, staff also developed an online training component, which allowed 48 adults, including 14 regular attendees, to receive language instruction remotely. Although staff completed the curriculum for the advanced adult class, no adult students reached advanced fluency by the end of the project so no classes were held.

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

For the Potawatomi Nation, the project established the framework for the preservation and maintenance of the Potawatomi language. Project Director Justin Neely noted, "We have a limited and dwindling pool of speakers and this project

created the beginning stages and some chances for advancement for Potawatomi language learning." When compared to previous efforts to maintain the tribe's language, Ruby Withrow, a participating elder, shared, "This effort is much stronger and has already met some basic language needs in the community."

Staff also noticed an increased sense of pride amongst the 234 youth participants, noting many return home speaking the language and singing songs in Potawatomi for the first time. Ms. Withrow shared, "These lessons will stick with the kids forever. They will look back on this as part of their childhood and culture."

For adult learners, many of whom reported long-held dreams of learning the Potawatomi language, the classes provided a platform for reconnecting with their language and culture. The online training option provides a learning environment for adults who are either too far away to attend live classes or who want to study the language but dislike classroom settings. As a result of these classes, 85 adult learners studied the language, and 2 speakers have become advanced intermediate speakers.

Confirming the CPN's commitment to the language, the tribe allocated a budget to fund at least the next 12 months of the program, allowing all curricula developed through the project to continue being taught.

*"We've made a lot of headway towards making this a living language again."*

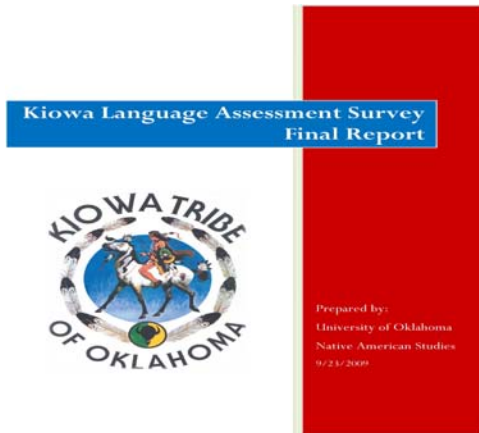
Ruby Withrow, Tribal Elder



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## Kiowa Cultural Preservation Authority

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<b>Project Title:</b>	Kiowa Language Assessment Survey
<b>Award Amount:</b>	\$99,905
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribal Nonprofit

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### PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- 10 elders involved
- 6 youth involved
- \$7,660 in resources leveraged
- 9 partnerships formed
- 1 language survey developed
- 469 language surveys completed

### BACKGROUND

The Kiowa Tribe is located in southwestern Oklahoma and counts 11,196 enrolled members, of which approximately 6,000 reside on the reservation. In the 1940s, Parker Mackenzie, a Kiowa tribal member and linguist, developed an alphabet and writing system for the Kiowa language.

The Kiowa Cultural Preservation Authority (KCPA), authorized by the Kiowa Tribe in 2004, is a nonprofit entity whose mission is to preserve the Kiowa culture. KCPA accomplishes this goal through education and research conducted mainly at the Kiowa Tribal Museum.

### PURPOSE AND OBJECTIVES

The purpose of the project was to create and conduct a survey to develop a baseline of information on tribal members' fluency in the Kiowa language and to measure their interest in learning Kiowa.

The first objective was to develop a language survey for tribal members living both on and off the reservation. KCPA staff gained permission from the University of Oklahoma to use their survey which had been developed for members of the Cherokee Nation. Staff adapted the survey, with the minimal modifications of changing "Cherokee" to "Kiowa," to obtain information from the Kiowa Nation. The staff utilized the survey to assess current Kiowa language fluency and usage; the survey was designed to provide an opportunity for tribal members to share ideas on the content and structure of a planned Kiowa language preservation program.

The second objective was to conduct the survey and analyze the results. During the project timeframe, KCPA staff sent out 4,372 surveys to enrolled tribal members. The surveys were mailed, e-mailed and handed out at various community events. In

order to obtain names and addresses of tribal adults, KCPA staff contacted several tribal agencies including the enrollment office, tax office, and election board. KCPA staff then cross-referenced all of the lists and eliminated duplications, missing, and deceased people. Of the surveys distributed, community members returned 469 completed surveys, a return rate of approximately 11 %. KCPA staff then collaborated with the University of Oklahoma's Native American Studies Program (UONASP) to analyze the results. Of the surveys returned, only 2% of the respondents indicated they were fluent in the Kiowa language, and the majority of these speakers were between 70-80 years of age.

Under the direction of KCPA, UONASP authored a report on the survey findings. The report confirmed there was considerable loss of the Kiowa language, and only 24 of respondents reported Kiowa fluency. Ninety-seven percent of respondents indicated some level of interest in learning Kiowa, with 71% stating they were very interested. Respondents chose from four options on how they would like to improve their language ability, and could indicate multiple responses.

One of the challenges KCPA staff faced was the Kiowa Tribe did not recognize an official tribal language. The KCPA petitioned the Tribal Council and were successful at getting a resolution passed to make Kiowa the official language of the Kiowa Tribe. This resolution recognized the usage of both Parker McKenzie's alphabet, as well as the usage of phonics, which has traditionally been the main method utilized to teach Kiowa to tribal members.

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

For the Kiowa tribal community, participation in the language survey fostered an environment of empowerment, as they were provided an opportunity to give

guidance on the type of language programs they would like implemented. Of the 469 tribal members who completed surveys, 404 tribal members indicated they wanted to learn the Kiowa language. Results from the survey analysis had the following results: 41% wanted to improve speaking ability; 31% to learn to read and write phonetically; 23% to learn to read and write using the McKenzie alphabet; and 30% wanted to learn to translate Kiowa into English. Fifty-nine percent of respondents resided outside the Kiowa tribal community from areas such as Tulsa and Oklahoma City. These urban Kiowa tribal members had the strongest feelings, indicating they wanted to be more in touch with Kiowa culture, specifically learning the Kiowa language.

An unintended benefit of this project was the development of a master tribal membership mailing list, which project staff shared with the Kiowa Tribe.

KPCA staff and Kiowa tribal leaders now have clear, current, and accurate information about the language status and needs of their community. A foundation for appropriate policy implementation and Kiowa language program development has therefore been successfully built by the work of this project.

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## Kiowa Young Men's Association



### Kiowa Young Men's Association (KYMA)

*"Preserving Kiowa Culture for the Next Generation"*

<b>Project Title:</b>	Kiowa Young Men's Empowerment Project
<b>Award Amount:</b>	\$140,149
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

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#### PROJECT SNAPSHOT

- 3 jobs created
- 1 business created
- 3 Native American consultants hired
- 6 elders involved
- 40 youth involved
- \$880 in resources leveraged
- 44 individuals trained
- 5 partnerships formed

#### BACKGROUND

The Kiowa Tribe is located in southwestern Oklahoma and counts 11,196 enrolled members. The Kiowa Young Men's Association (KYMA), located in Anadarko, OK, is a nonprofit organization designed to counsel and train young men residing in the former Kiowa, Comanche, and Apache Indian Reservation.

According to KYMA, the targeted service area is financially depressed, and experiences a high level of substance abuse, domestic violence, crime, and premature death. Additionally, the grantee states there is little opportunity for young Kiowa men to

establish themselves financially and educationally.

#### PURPOSE AND OBJECTIVES

The project's purpose was to develop and implement a series of workshops which strengthened life skills and cultural learning within the target population.

The project's first objective was to complete a curriculum for 6 workshops and train approximately 15 independent young adults. In order to establish a viable and self-sufficient lifestyle, each workshop was designed to empower the individual young adult in achieving an independent lifestyle. Project staff collaborated with three consultants to develop and present workshops on traditional values and methods to establish a positive life path. As part of the curriculum, the participants outlined milestones for gaining skills in solving problems associated with living within the former Kiowa, Comanche, and Apache Indian Reservation area.

The project's second objective was to implement the curriculum. Forty-four individuals participated in at least one of the six eight-hour sessions. At the beginning of the first session, students were tasked to

create an individual plan, outlining what they wished to accomplish during the course. Each of these monthly sessions had a life skills training in the morning, such as resume writing or preparation for a job interview. The afternoon portion featured a traditional or cultural session, such as a language or Kiowa history lesson. The participants created workbooks containing their plan and assignments throughout the course. The instructors tracked the students' progress of knowledge retention and application of the skills they learned through these workbooks.

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

According to the KYMA, each individual attained at least one of the items on their individual plan, such as starting a micro-business. The project director continued to keep in contact with the participants after the project ended and reported many continued to follow through with the other items in their personal plan. With the participation of the elders, young Kiowans were able to reconnect to their language and culture. Additionally, all of the young adults have a more positive relationship with tribal elders, especially the six who participated in the project. The experience was mutually beneficial, as elders were able to better understand the lives of the next generation, and learned how to better use technology, such as cell phones and email.

## Pawnee Nation of Oklahoma



<b>Project Title:</b>	Pawnee Nation Capacity Building Initiative
<b>Award Amount:</b>	\$937,500
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2005 – April 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 29 jobs created
- 4 Native American consultants hired
- 50 elders involved
- 100 youth involved
- \$2,528,755 in resources leveraged
- 85 people trained
- 7 partnerships formed

### BACKGROUND

The Pawnee Nation, whose traditional homelands lie in Nebraska and Kansas, is a federally recognized tribe of 2,577 members with 20,000 acres of tribally-owned and allotted lands in north central Oklahoma, including a 684-acre tribal reserve.

Between 1995 and 2005, the Pawnee Nation experienced unprecedented growth, with value of the nation’s grants and contracts rising from \$2 million to \$22 million. By 2005, the nation operated 30 programs, and had major projects on the horizon that would create more social, cultural, and economic growth. Despite more than doubling its staff from 40 to 83 people during that period, the tribe still lacked the administrative systems, structure, policies, procedures, and trained

workforce to provide the level of services needed by the tribal community.

### PURPOSE AND OBJECTIVES

The project’s purpose was to strengthen the tribal government’s capacity to meet the demands caused by the growth of tribal programs and its capacity to exercise local control over its resources.

To accomplish this, the project team used a 3-pronged strategy: (a) conducting a review of all organizational, managerial, and staff functions, including workforce utilization; (b) implementing the results of the review in a holistic, integrated way; and (c) implementing the results of the workforce utilization study by creating a professional development training program.

In year one, the Pawnee Nation conducted an intensive evaluation and analysis to assess infrastructure, administrative, and workforce needs, with the help of a consultant selected by the governing council, the Pawnee Business Council. Despite difficulty filling project positions and discontent with proposals developed by the first consultant hired, the team carried out the organizational assessment and workforce analysis. These efforts produced

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a road map establishing major goals, objectives, tasks, and timelines; organizational design, management, and evaluation frameworks; and a phased two-year cost effective plan for restructuring, reorganizing, and improving processes within the tribal government. The workforce analysis included: a workforce skills study; strategic workforce planning; a review of education and training requirements needed to ensure an effective, efficient, and sustainable staff; an analysis of tribal training policies and performance measurement standards; and a design for an in-house professional development program.

In years two and three, project staff implemented the proposals made in the assessment and workforce analysis. The first step undertaken, involving tribal leadership, tribal members, and the Pawnee Attorney General, entailed developing and updating governing documents, by-laws, policies, and procedures. Tribal members amended the Pawnee Constitution in a referendum vote, allowing for changes in the way the tribe's governing council and the administrative departments operate, and in the way council-level vacancies were filled. These changes promoted the credibility of the council and paved the way for administrative changes.

The administrative reorganization occurred in three phases, in which tribal departments and sub-departments were dissolved, created, expanded, reduced, renamed, and/or moved to better reflect their purpose, ensure staff collaboration, ensure cost effectiveness, and meet community needs. Gradually, the team redrafted the tribe's organizational chart, reducing 30 departments to 8, creating new departmental policy and procedure manuals, changing the majority of tribal job descriptions, and adding 24 new positions.

In partnership with Pawnee Nation College, an institution of higher learning located on

the tribal reserve, the project team established a professional development training program to boost individual and organizational productivity, develop technical skills, sharpen "soft" skills, and enhance the ethical standards and professionalism of tribal employees. After assessing the skills, expertise, and training needs of staff and council members, the team developed separate modules, training matrices, and schedules for management, support staff, and the Pawnee Business Council. By project's end, 85 personnel had completed at least one training course.

Other changes produced by the project included standardizing quarterly reporting processes for tribal programs, revising human resource policies and procedures, creating employee evaluation forms, developing a strategic fundraising plan for the tribe, and drafting procedures for a centralized purchasing system. Due to a lack of revenue from gaming operations and new enterprises, the tribe has not increased salaries, wages, or benefits as intended, but is committed to doing this at a later date.

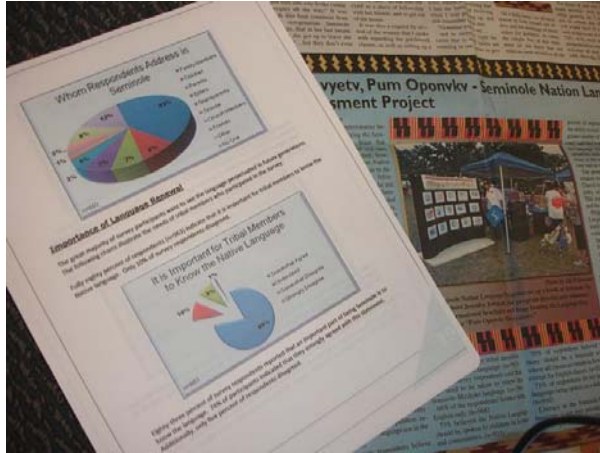
#### **OUTCOMES AND COMMUNITY IMPACT**

This project did much to: improve internal communication; create an environment in which tribal administrators had more time for deliberation and planning; ensure better coordination of resources; facilitate greater organizational efficiency; address understaffing issues; and empower employees to more directly influence their career paths and the scope of their day to day work.

Project planners believe that these changes will result in a lasting improvement of staff morale, enhance the quality of service delivery to tribal members, and promote the Pawnee Nation's long term economic and social development.



## Seminole Nation of Oklahoma



<b>Project Title:</b>	Seminole Nation Language Assessment Project
<b>Award Amount:</b>	\$89,070
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 2 jobs created
- 2 Native American consultants hired
- 17 elders involved
- 1 youth involved
- \$19,533 in resources leveraged
- 10 partnerships formed
- 1 language survey developed
- 1,020 language surveys completed

### BACKGROUND

The Seminole people are heterogeneous, with roots in several tribes including the Oconees, Yuchis, Alabamas, Choctaws, Shawnees, and Mvkoke (Muscogee), or Creeks. *Seminole*, in fact, is a derivative of a Mvkoke word transcribed from a Spanish misnomer used to label the diverse group of tribes living in Florida at the time of the conquest. In the 1840s, the U.S. government forced the majority of Seminoles to resettle in modern day Oklahoma.

The Seminole Nation of Oklahoma is a federally recognized tribe located in Seminole County, Oklahoma. Of the tribe's

15,524 enrolled members, roughly 5,300 live within the county.

Beginning in 2005, the tribal government held a series of community meetings to identify the needs of the membership, and uncovered wide support for the creation of a language preservation program. An obstacle to creating a new language program, however, was the tribe's lack of knowledge about its remaining number of fluent speakers and the extent of the language's presence in the community.

### PURPOSE AND OBJECTIVES

The purpose of this project was to conduct a language assessment to evaluate the status of the Seminole Language within the Seminole Nation of Oklahoma.

The project's first objective was to develop the language assessment survey. To do so, newly hired project staff attempted to partner with a tribally-appointed language curriculum committee. The committee, however, was unable to conduct meetings due to inclement weather and personal health issues. As an alternative, staff partnered with the tribe's historic preservation officer and volunteers from the community to review language surveys

conducted by other organizations, including the National Indian Education Association and other local tribes. The group then developed a survey specifically for the Seminole Nation of Oklahoma.

The second objective was to secure and compile responses from over 1,000 language assessments, which staff felt was a large enough number to represent a statistically significant portion of the tribe's population. Staff planned to gather a significant number of survey responses through eight scheduled focus groups. However, despite an advertising campaign that included fliers, the local media, and word-of-mouth, no community members attended the focus groups. Staff then began a campaign to secure individual responses, distributing 2,000 surveys and receiving 1,040 responses, a 50% return rate. To ensure a high response, staff and volunteers attended community events, advertised in local media, and conducted home visits.

Staff then compiled the data returns, which revealed that only 10% of the respondents consider themselves speakers of the language, much lower than previously estimated. Staff presented the results to 220 community members at a language banquet held in September, 2009 and distributed the findings to over 1,000 community members at the Seminole Nation Days.

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

The high rate of survey responses and resulting data constitute major strides in the tribe's language preservation efforts. Staff reported that the presentation of survey results to the community successfully conveyed the precarious situation of the language and began a momentum shift in favor of a concerted program to preserve the language. Staff shared that community members trusted the results, in part because they saw the staff, "out in the community on a daily basis, trying to get the surveys back."

By soliciting feedback from a widespread audience, including off-reservation, overseas, and incarcerated tribal members, staff ensured that the tribe received a comprehensive data set and engendered community support. The survey results also demonstrated community interest in developing language fluency amongst members, specifically through immersion language teaching, rather than focusing on language preservation through documentation.

Prior to this project, the Seminole language was taught in several of the area's public schools, but had been discontinued. Due in part to the support garnered for language preservation through this project, the tribe purchased a classroom space and committed funds to implement an infant language immersion program.

*"This project fully addressed our need to understand our situation with regard to language ability. When we got the results, it was like when someone who's been walking around in the dark for a long time is finally given a flashlight."*

Jennifer Johnson, Project Director

## Confederated Tribes of the Umatilla Indian Reservation



<b>Project Title:</b>	Sustainable Groundwater Development and Management
<b>Award Amount:</b>	\$180,615
<b>Type of Grant:</b>	Environmental
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 100 elders involved
- 200 youth involved
- \$33,750 in resources leveraged
- 18 partnerships formed

### BACKGROUND

Located in eastern Oregon, the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) are a union of the Cayuse, Umatilla, and Walla Walla tribes. The 172,000-acre reservation is located within the watershed of the Umatilla River and its tributaries. Of CTUIR's 2,600 enrolled members, roughly 55% reside on or near reservation lands.

### PURPOSE AND OBJECTIVES

The project's purpose was to strengthen the tribe's capacity to regulate its water resources and to develop a reservation-wide water management strategy to prevent aquifer overdraft and limit surface water depletion due to well pumping.

The project's first objective was to gather, resolve, and format the reservation's

groundwater data sets. To complete the objective, the tribe's environmental staff collaborated with the Oregon Water Resources Department and US Geological Survey to gather groundwater data sets for the reservation's 900 wells. As some data was inconsistent, staff instituted quality control measures for all information collected.

The project's second objective was to create a standardized and centralized groundwater data collection, storage, and user system. Staff developed a centralized database to store and manage all groundwater data. Staff also created field documents to standardize the information collected for water permit requests, water chemistry checks, well drilling reports, and all other agency responsibilities. Staff uploaded all collected information into the database as needed.

The project's third objective was to complete a reservation-wide groundwater study. Staff implemented a public awareness campaign to educate the tribal community about the survey, including publishing tribal newsletter articles, speaking at community gatherings, and initiating door-to-door contact. Staff also

developed informational brochures on caring for aquifers and wells and distributed them to all 900 reservation-based well owners. Staff then conducted 197 well measurements in the fall of 2008, and 150 well measurements in the spring of 2009.

The project's fourth objective was to characterize the groundwater flow from the synoptic water-level measurements. From the changes measured in the spring and fall collections, staff developed maps to characterize the groundwater flow, with an accuracy estimated at +/- five feet. Staff also created groundwater change maps to illustrate seasonal differences and rates of replenishment.

The project's fifth objective was to prepare and implement a groundwater monitoring plan for the Umatilla Reservation. Staff developed an outline for the monitoring plan and has finalized a recommendation to Tribal Council to update the Water Code to include qualitative and quantitative measurement criteria. However, due to a late start in the groundwater study, staff did not complete the monitoring plan within the project timeframe.

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

The deliverables completed during project activities, including the groundwater database, groundwater flow map, interactive well map, and field documents, have enabled the Umatilla Water Resources Department to achieve consistency in groundwater and well data collection, analysis, and reporting. Staff efforts have also strengthened the tribe's ability to manage a renewable groundwater supply for the Umatilla community. Staff collaboration with the Oregon Water Resources Department and US Geological Survey strengthened these partnerships, which encourage the continued sharing of resources.

Project activities created an opportunity for the Umatilla tribal community to meet their well regulators and to acquire valuable information on local groundwater availability and well maintenance. Project staff also presented their findings at community meetings and local schools, which educated the public on the interconnectedness between groundwater and surface water, illustrating the need to take care of the land.

To sustain the project's momentum, staff will complete the groundwater monitoring plan. The plan will cover the ongoing monitoring, measurement, and enforcement responsibilities of Umatilla's Water Resources Department, and will set a timeframe for the periodic review of the Tribe's Water Code.

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*"We know our wells and community members better, and we will be partners in moving forward."*

Kate Ely, Hydrologist

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## The Lakota Fund



<b>Project Title:</b>	Oyate Woableza Otipi – “A Place of Understanding of the People”
<b>Award Amount:</b>	\$1,475,593
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2005 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 28 jobs created
- 44 businesses created
- 2 Native American consultants hired
- 160 elders involved
- 1053 youth involved
- \$153,395 in revenue generated
- \$4,813,325 in resources leveraged
- 1,603 individuals trained
- 110 partnerships formed

### BACKGROUND

The Lakota Fund (TLF) was one of the first tribally-based community development corporations in the nation. For nearly 20 years, TLF has promoted socio-economic sustainability and entrepreneurship at the grassroots community level on the Pine Ridge Reservation, the home of the Oglala Sioux Tribe. Though 84% of residents on the reservation are considered low-income, TLF has helped generate significant economic activity, assisting in the creation of nearly 200 small businesses.

### PURPOSE AND OBJECTIVES

The purpose of the project was to build the capacity of TLF to meet the needs of the Pine Ridge entrepreneurial community and further economic development on the reservation. The project had seven objectives. The first objective was to develop and implement at least two new loan products in line with community needs. To do this, project staff reviewed existing loan products, researched loan products and markets similar to those of TLF, and interviewed successful reservation-based lenders elsewhere in the country. After considering which schemes were right for the Pine Ridge community, they created five new loan products, which were approved by TLF’s board in year one.

The second objective was to develop and implement improved TLF loan policies and procedures, so that TLF loan funds could have a more powerful, lasting community impact. Staff and the board reviewed existing policies and procedures and worked with partners to produce a 15-chapter loan policies and procedures manual. The manual provided guidance on: products; eligibility; confidentiality; portfolio diversification; composition of staff and



committee; under-writing, approval, monitoring, and closing; maintenance of loan loss reserve; portfolio management; delinquency; and write-offs.

The third objective was to develop and implement improved investment policies and procedures to enable TLF to manage and sustain loan capital. The staff and board wrote policies on capitalization, cash management, investment selection and risk management, reporting and review requirements, and conflict of interest.

The fourth objective was to provide replicable, sustainable training for the board, staff, committees, and TLF community to support these organizational improvements. In year two, staff worked with consultants and conducted ongoing in-house training on how to market new products and implement new policies. In year three, further training enhanced TLF's capability to execute, monitor, and evaluate the total loan process.

The fifth objective was to offer new loan products, and implement and evaluate loan and investment policies and procedures. In years two through four, project staff promoted new products through seminars, meetings, and workshops. Through a weekly radio show, they informed the entire reservation population about the project. Staff assessed the effectiveness of the loan products by conducting 500 surveys throughout the reservation in year two. Surveys showed clients were satisfied with the loan products, and wished for an even greater number of loans to be made. In the last two years of the project, staff increased the pace of loans, resulting in 44 business start-up loans and 29 business expansion loans over the project period.

Objective six was to facilitate access to loan products on the Internet. For this, staff acquired an online loan application form, adapted it for TLF use, and trained clients, particularly those completing TLF-affiliated

entrepreneurship courses, in how to use it to apply for a loan. In year four, 22 applications were submitted online, and 20 were funded. These 20 online approvals boosted the number of applications funded for the year to 31, a 28% increase over the previous year.

The seventh objective was to promote asset building for individuals, families, and the Oglala Nation through financial literacy training for youth. Staff offered classes in how to open a checking account, owning a business and employing people, and other topics, with 1,053 youth attending at seven separate locations. These classes proved so popular that many parents also attended.

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

The loan policies developed during the project helped TLF reduce its loan delinquency rate from 40% to 1.85%, significantly below the national rate of 8%, in just four years. New investment policies helped TLF demonstrate greater accountability and prudently manage liquid assets, attracting more funders, investors, and borrowers. These new policies enabled TLF to make an agreement with the Bureau of Indian Affairs for loan guarantees, to attract 75 new investment partners, and grant funding from government agencies and foundations worth \$4.81 million. TLF made 73 loans, including 20 online loans, during the project period, worth \$2.56 million, enabling 44 new businesses to receive start-up funding, 29 to receive expansion funding, and at least 28 new jobs to be created in the community.

The policies, procedures, products, and capacities built during the project enabled TLF to more effectively assist the Oglala Lakota entrepreneurial community in promoting its own self-sufficiency. TLF intends to use these tools to reduce poverty on the reservation, which it hopes will improve the social fabric of the community.



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## Pine Ridge Area Chamber of Commerce



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<b>Project Title:</b>	Marketing Alliance Project
<b>Award Amount:</b>	\$373,480
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 3 jobs created
- 6 Native American consultants hired
- 5 elders involved
- 300 youth involved
- \$398,154 in resources leveraged
- 31 individuals trained
- 66 partnerships formed

### BACKGROUND

The Pine Ridge Area Chamber of Commerce (PRACC) is a membership nonprofit organization that fosters entrepreneurship on the Pine Ridge Indian Reservation, assisting business owners to market and grow their businesses. The reservation, home to the Oglala Sioux Tribe, has an area of over 7,000 square miles – just larger than the state of Connecticut. Most products and services used by tribal members originate off the reservation.

### PURPOSE AND OBJECTIVES

The project's purpose was to encourage companies, organizations, and individuals to spend their money locally, and to encourage cooperation between businesses on the reservation. During the first year of the

project, there were two objectives. The first was to increase the earnings, measured in the dollar value of goods and services purchased, that businesses made through local sales and purchases of one another's products. Project staff conducted baseline studies on how much income businesses earned through on-reservation purchases, and surveyed chamber members on what goods and services they felt were available locally. From the survey results, additional input from business owners, chamber members, and project partners, as well as research on similar initiatives in other states, staff devised a Buy Local campaign. They developed a campaign logo, stickers, posters, brochures, and other resources for use by business owners, conducted over 30 Buy Local workshops (with 42 to 110 attendees per workshop), had information booths at various events and powwows, and provided lectures for high school students. They also conducted a public relations campaign in which one business per month was featured in a newspaper ad, press releases, a radio program, and the Chamber's web site.

The second objective was to establish and maintain a comprehensive community web portal to inform people about PRACC

member businesses and other businesses on the Pine Ridge Reservation. Before the project period began, PRACC established an important partnership with a Pine Ridge area management and direct marketing company, which agreed to give 50% of its "Lakota Mall" website, including full editorial control, over to the Chamber. After providing training on the likely marketing benefits of being listed on the site, staff began recruiting and listing local businesses, civic groups, and government organizations on the website, providing contact and product information to potential customers. With the assistance of project partners and graduate students from Colorado State University, PRACC was also able to begin pinpointing businesses using Global Positioning System (GPS) mapping, and to place each business, with a proper map location, on the website map.

The third objective was to train members and volunteers to institutionalize the "Buy Local" campaign by the end of year two. To achieve this, project staff trained 28 Chamber members, each of whom signed a memorandum of agreement, to carry on the campaign. They also held information sessions on the campaign at Chamber meetings and community events, and handed out "Buy Local" stickers and marketing materials to businesses on the reservation, which were posted at businesses throughout the reservation. Additionally, PRACC organized focus groups on the effectiveness of the Buy Local campaign, and made changes to improve the campaign based on lessons learned. Through focus groups, surveys, and discussions at PRACC meetings, the organization made efforts to study the community and the businesses there, and to understand the extent to which the project benefited the community.

The fourth objective, also in year two, was to increase the number of chamber members who created and used telecommunications

strategies to market their story. Staff continued training Chamber members on the marketing benefits of joining the portal, and also provided guidance to business owners on how to set up a website. Over two years, 364 organizations, including over 300 businesses owned by Oglala Sioux tribal members or PRACC members, joined the portal, and at least 35 set up their own websites. The project team was able to pinpoint 164 businesses using GPS, and to place them on the website map, enabling potential customers to easily find them.

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

Surveys conducted near the end of the project period showed that 71.42% of Chamber members increased their local sales during the project period, with only 14.24% having a decrease. PRACC continues to promote the "Buy Local" campaign, highlighting a new business of the month each month on the Lakota Mall website and doing newspaper ads, press releases, and radio interviews promoting the featured business and the "Buy Local" campaign.

According to Ivan Sorbel, the PRACC Director, "Businesses here are not getting rich, but they are beginning to fill gaps in the economy and workforce. Partnering has increased a lot; businesses have made great strides in supporting each other. We continue to visit one-on-one with Chamber members and other entrepreneurs, to really talk to them and promote the 'Buy Local' idea, to keep them thinking about how they can support each other, and how this helps the whole community. Though there is clearly much more that our community can do to make products available, increase business income, and create jobs, we feel that businesses on the reservation - and the families who run them - are beginning to make strides towards greater economic self-sufficiency."

## Sappony of the High Plains Indian Settlement



<b>Project Title:</b>	The Sappony Trading Path-Site Design and Planning Project
<b>Award Amount:</b>	\$225,000
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 1 job created
- 50 elders involved
- 40 youth involved
- \$114,696 in resources leveraged
- 2 individuals trained
- 13 partnerships formed

### BACKGROUND

The High Plains Indians, also known as the Sappony, are an Eastern Sioux tribe recognized by the states of Virginia and North Carolina. The High Plains Settlement straddles the states’ border and is home to approximately 850 tribal members.

Since 2001, the tribal community has been working to become a tourist destination site in conjunction with the adjacent development of the State of Virginia’s Tobacco Heritage Trail. To achieve their aim, the tribe formalized their ideas for the construction of the Sappony Trading Path, a 2.5 mile multi-use trail that will serve as the basis for tourism-driven economic development. The tribe has entered into a formal partnership with the Virginia

Department of Transportation and Virginia Tourism Corporation to incorporate the Sappony Trading Path as a cultural stop along the Tobacco Heritage Trail.

### PURPOSE AND OBJECTIVES

The project’s purpose and objective was to create site plans for the locations to be developed along the Sappony Trading Path. To complete the objective, project staff hired consultants to collaboratively create a rough conceptual design of the Sappony Trading Path site. Project staff then developed and distributed a survey to procure community input and feedback on the conceptual design. From the community comments, the project team produced two conceptual plans and presented them at community meetings to acquire additional feedback.

Leveraging funds from the Virginia Department of Transportation and technical assistance from the Virginia Tourism Corporation, the project team completed a topographic survey and map of the Trading Path site. After slight alterations were made to the site plan due to results from the topographic study, the project team finalized

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the Sappony Trading Path Master Plan. The project team then completed individual plans for each of the locations within the Master Plan. These included layout designs for the main Sappony Cultural Center, early Sappony Village site, and demonstration farm, and artist depictions and blueprints for five historic community buildings: the Sappony community store, train depot, Indian school, chapel, and cabin. Although not part of the original project plan, the project team also created mock-ups of the signage to appear along the path. Finally, the project team presented all project deliverables to the community who collectively provided final approval of the Sappony Trading Path Master Plan and for each site plan.

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

For the Sappony tribal community, participation in the Trading Path design process fostered an environment of empowerment, as they were provided an opportunity to give guidance on how their history and culture will be presented to the public. With the completion of the design phase, the tribal members expressed excitement to have assisted their community in moving toward its long-term goals of attaining self-sufficiency and preserving the Sappony culture.

The completion of the project's planning phase provides the project team with the necessary deliverables to pursue project implementation funding. Financially, the tribe has secured two years of funding from the Virginia Department of Transportation to begin the implementation process and sustain project momentum. The tribe also plans to continue strengthening established partnerships with local counties, which will provide necessary technical assistance to the project team while also benefiting from the additional income and exposure associated with increased tourism activity.

## Council for Tribal Employment Rights




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<b>Project Title:</b>	Tribal Workforce Protection Act Developmental and Implementation Assistance for Indians/Native Alaskans
<b>Award Amount:</b>	\$371,024
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 2 jobs created
- 1 elder involved
- 100 youth involved
- \$402,027 in revenue generated
- \$52,320 in resources leveraged
- 584 individuals trained
- 22 partnerships formed
- 1 governance code developed
- 3 governance codes implemented

### BACKGROUND

Under current federal law, tribal workforces are not protected by the 1964 Civil Rights Act or Americans with Disabilities Act due to tribal exemptions, jurisdictional lines, and the application of other federal laws on reservations. The gap between federal employment law and tribal laws can expose tribes to complaints of unequal treatment, discrimination, harassment, or fostering a hazardous and hostile work environment.

Founded in 1977, the Council for Tribal Employment Rights (CTER) is a native

nonprofit organization assisting nearly 300 member tribes and Alaska native villages to develop sovereignty-based employment rights strategies that protect the rights of tribal workforces. The CTER is governed by a 16-member Board of Directors comprised of Tribal Employment Rights Office (TERO) representatives from across the nation. The CTER provides training for tribes and their TERO representatives in: management and operation of TERO programs; federal law and Indian preference; Indian preference in employment and contracting; tribal workforce utilization and empowerment; and other topics. The CTER has created a model Tribal Workforce Protection Act (TWPA), which tribes and villages may use as a template in creating their own workforce protection legislation.

### PURPOSE AND OBJECTIVES

The project's purpose was to help member tribes develop and employ tribal workforce protection legislation to ensure workers on tribal land the full range of workforce rights states and local governments provide their citizens, including the right to family leave

and protections against discrimination based on religion, gender, age, and disability.

Objective one, to be completed by project month six, was to update two manuals involving tribal regulation of employment activities on Indian reservations. The manuals, entitled “The Law and Indian Preference” and “Labor Law, Unions, and Indian Self Determination,” were originally created by CTER counsel in 1979, but needed updating to become consistent with changes in the legal and employment environment. The updates, however, were more challenging than expected, due to major changes in law stemming from the D.C. District Court’s 2007 *National Labor Relations Board vs. San Manuel* decision. Instead of taking six months to complete the updates, CTER counsel took nearly two years.

Objective two, to be completed by the end of year one, was to conduct a “media blitz campaign targeting all of Indian Country” to educate tribal decision makers and TERO officers on the benefits of adopting Tribal Workforce Protection Acts, utilizing Native American newspapers, radio stations, television stations, and websites. As part of the campaign, the CTER also intended to send educational materials, including Model Tribal Workforce Protection Act templates, to over 560 federally recognized tribes and Alaska Native entities. Instead of using these methods, however, CTER planners opted to communicate directly with TERO officers, tribal leaders, and others directly involved in bringing workforce protection laws to reservations and villages.

Objective three, to be completed by the end of year two, was to provide on-site training and technical assistance in the creation and adoption of a model tribal workforce protection act to 16 CTER member tribes. Project staff did this through workshops held at 2 national TERO conventions, attended

by 280 and 230 people respectively; an employment law update conference attended by 180 people; and 8 cluster trainings attended by 195 people. Through these conferences and trainings, the CTER reached out to 584 individuals in all 8 TERO regions. During the project period, 44 tribes with TEROs received technical assistance on the development and implementation of a TWPA.

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

The CTER set in motion a process by which TERO representatives and tribal leaders learned about the need to develop and expand tribal ordinances to ensure workforce rights for Native Americans, Alaska Natives, and other workers on reservations and in villages. The legal manuals developed by CTER counsel are a tool TEROs and tribal leaders will use to better manage tribal and non-tribal workforces, ensuring tribes take advantage of the new powers and authorities granted to them in the area of workforce protection over the past 30 years. The training provided by the CTER informed participants on the impact of the San Manuel decision and illuminated the importance of adopting comprehensive employment ordinances covering anti-discrimination, occupational safety and health, fair labor standards, and family medical leave. Moreover, it advised tribes to consider to the value and viability of enacting right-to-work laws.

Though only 3 tribes involved in the project adopted TWPAs, many other tribes involved in the project are in the process of creating legislation, and CTER staff expects to see these tribes adopting TWPAs. Through the new laws, tribal employees and other on-reservation employees will have greater protection against discrimination, harassment, unequal pay, as well as greater access to safer, more employee-friendly work environments.



## Duwamish Tribal Services



<b>Project Title:</b>	The Lekleh Path: A Pilot Project Between the Duwamish Tribe and Seattle School District
<b>Award Amount:</b>	\$70,125
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 8 elders involved
- 81 youth involved
- \$375 in revenue generated
- \$675 in resources leveraged
- 3 individuals trained
- 13 partnerships formed

### BACKGROUND

The Duwamish Tribe is headquartered in western Seattle and has 569 enrolled members. Because the tribe is not federally recognized, it has operated as Duwamish Tribal Services (DTS), a nonprofit organization, since 1983. DTS is committed to promoting the social, cultural, political, and economic survival of its members, reviving Duwamish culture, and sharing the tribe's history and culture with all peoples.

From 2005 through 2008, DTS raised \$3 million from private and public donors to buy land in western Seattle and to design and build a longhouse and cultural center. The facility was built to preserve, honor, and share Duwamish culture and to earn profits through cultural events and programs. DTS intends to use these earnings to strengthen the social, cultural, political, and economic well-being of the Duwamish community.

### PURPOSE AND OBJECTIVES

The purpose of this project was to develop and pilot the *Lekleh Path* program, a partnership between the Duwamish Tribe and the Seattle School District providing an ongoing educational field trip program based out of the Duwamish longhouse for urban Native American youth.

The project's first objective was to develop the *Lekleh Path* curriculum and program materials, acquire educational artifacts, and publicize the program in the Seattle school district. Project staff modified a preexisting Duwamish cultural curriculum to fit the needs of the longhouse and cultural center program. The curriculum focuses on

Duwamish culture and history, incorporating a presentation and tour through the museum and historical documents room. Educational artifacts include various models of baskets, blankets, and canoes. These artifacts, all made by Duwamish people, are discussed during the tour, with explanations as to their manufacture, uses, and cultural significance. Project staff encountered challenges early in the project when working with the Seattle school district. Staffing changes and budget constraints resulted in minimal response from the school administrator. In order to overcome this barrier, project staff began promoting the *Lekleh Path* program to native youth programs and tribal schools in the area.

The project's second objective was to select three Duwamish tribal members to fill the role of program facilitators and to deliver the *Lekleh Path* program to 130 Seattle school district Native American students. Project staff identified three tribal members to train as facilitators, or guides for the *Lekleh Path* program. Though turnover in these positions occurred throughout the project, the staff members completed training for three facilitators by the project's end date. Over 130 students toured the longhouse by the end of the project. Participating schools and organizations included the Pacific Northwest Association of Independent Schools, American Indian Heritage High School, the Math Engineering and Science Achievement (MESA) program, and the Red Eagle Soaring youth theater group.

The project's third objective was to evaluate the pilot project to determine the possibility for expansion to the surrounding school districts. Due to the challenges working with the school district mentioned above, the project's focus shifted to other programs and target groups for the *Lekleh Path* program. Project staff members still hope to work with the school districts in the future.

## OUTCOMES AND COMMUNITY IMPACT

The native youth who visit the longhouse benefited from learning more about the culture and history of the Duwamish people. Duwamish youth in particular can identify with the *Lekleh Path* program, which provides them with a sense of identity.

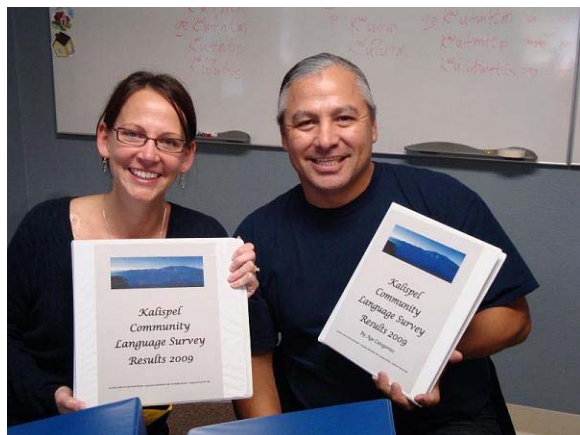
Native parents whose children take part in the program are pleased there is a place they can visit that is sensitive to their needs and also educational. Project staff indicated the longhouse is beginning to become a local gathering place, where urban native youth and their families can go to rejoice in their culture and traditions.

For the non-native population, the longhouse opens a window previously unknown, and provides them with a better understanding of the Seattle area and its history.

*"[The longhouse] is a place for youth to come to identify and relate and feel good about it."*

Cindy Williams, Project Director

## Kalispel Tribe



<b>Project Title:</b>	Kalispel Language Assessment and Planning
<b>Award Amount:</b>	\$64,000
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 4 Native American consultants hired
- 21 elders involved
- 56 youth involved
- \$41,852 in resources leveraged
- 1 language survey developed
- 228 language surveys returned
- 16 partnerships formed

### BACKGROUND

The Kalispel Reservation is located in northeastern Washington, where the Kalispel Tribe and its members hold 4,524 acres of land in tribal/individual trust and fee simple lands. There are nearly 400 enrolled members of the tribe, 116 of whom reside on the reservation. There are only a few elderly fluent Kalispel language speakers; most tribal members do not use the language regularly, nor do they regularly participate in language revitalization efforts.

### PURPOSE AND OBJECTIVES

The project's purpose was to assess the status of the Kalispel language and develop community-derived goals and objectives to

increase the Kalispel Tribal Culture Department's capacity to preserve and maintain the language and culture.

The first objective of the project was for the Kalispel Tribe to complete a comprehensive community language survey with input from at least 25% of tribal members above age 16, and to produce a final document summarizing community attitudes about the Kalispel language and identifying semi-fluent and fluent tribal members. To accomplish this, the Culture Department hired a project coordinator, oriented and trained her and other staff on project goals, objectives, activities, and timelines, and gathered and studied sample community language surveys from four other tribes. After conducting a meeting with tribal elders and receiving their support on project goals and the survey format, the coordinator prepared the first draft of the language survey, conducting 4 test groups and administering the test survey to 21 people.

With feedback from elders and the test groups, project staff revised the survey materials. Following these revisions, project staff conducted two pre-survey community meetings – one on the reservation and one off – publicizing survey dates and goals, and

also advertised via local newspapers, email, flyers, and tribal committee meetings. Next, the project coordinator mailed surveys to all enrolled members age 16 and older, and made the survey available at powwows, basketball games, and other community events, both on and off reservation. The Culture Department took the unusual step of including non-tribal members in the survey. The Assistant Director of the Tribal Culture Department stated, “We wanted not only our tribal members to take it, but the community at large and their family members. Doing it this way created trust ... no sense of exclusion. Part of our culture is to include... we wanted to involve the whole community, and also to get non-Indians to understand us and dissolve misconceptions.”

Over a 5-week period, project staff collected 228 completed surveys, including 132 from tribal members (33% of members) and 21 from elders. Survey data were entered in a database by the tribe’s IT department, then clustered and analyzed by project staff. The project coordinator also held 5 focus groups, with 35 participants, to gather more information to complement the survey data. Once the analysis of data was complete, the Culture Department summarized the results in a report and shared this information on CDs with all tribal members over age 16.

Within the first objective, another activity was to acquire, duplicate, and catalog Kalispel language documents, including dictionaries, linguistics journal articles, and language recordings. In this endeavor, project staff acquired 51 unique documents, the most valuable of which were recordings of elders speaking the language in the 1970s. These documents were placed in a new language library, which was publicized via tribal email and the tribal newsletter.

The project’s second objective was to develop and approve comprehensive, community-derived goals and objectives to

guide future language revitalization efforts. To accomplish this, staff held six goal setting meetings with six tribal constituent groups, drafting a five-year vision and goals document. Next, they corresponded with staff from four other tribal language programs to gain feedback and advice on the document, revised the goals, presented them at two community meetings, and revised them again. After further consultation with the Tribal Business Council and experts in Salishan linguistics, second language acquisition, and language revitalization, staff completed short, medium, and long-range objectives, finalized the plan, presented it to the Business Council, and gained Council approval. At that point, the five-year plan became the official policy of the Culture Department and the Kalispel Tribe.

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

Project staff members consider the survey and planning work conducted during the project to be an important foundation and guide for future language projects, including possible projects on teacher training, curriculum development, and language immersion. They feel that community interest in the language, both on and off the reservation, has increased significantly, and that tribal members, including young people, have done meaningful reflection on why understanding the language is vital to maintaining their cultural identity. The high level of community involvement has also had an impact on program sustainability; the Business Council has increased the level of funding for the Kalispel language program.

According to the project coordinator, “The survey process allowed the tribe to clarify the status of language as it is spoken in the community, gave the Culture Department an idea of what people want and need in order to commit to language revitalization, and generated community excitement and interest in the Kalispel language.”

## Nooksack Indian Tribe




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<b>Project Title:</b>	Nooksack Indian Tribe Governance Capacity Building Through GIS Mapping of Lands
<b>Award Amount:</b>	\$629,866
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribe

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### PROJECT SNAPSHOT

- 4 jobs created
- 3 elders involved
- \$143,665 in resources leveraged
- 3 individuals trained
- 23 partnerships formed

### BACKGROUND

The Nooksack Indian Tribe is located in Whatcom County, in northwest Washington. Established by the 1846 Oregon Treaty, the tribe has members in both Canada and the United States. There are approximately 1870 US tribal members, 60 percent of whom are under 30.

The reservation consists of 303.4 acres of fragmented tribal lands, and about 2000 acres in private allotments. These lands are largely unmapped, and any existing maps predate digital technology. During the recent drafting of the tribe’s strategic plan, it became clear modern land management is a necessity in order to address current socio-economic challenges.

### PURPOSE AND OBJECTIVES

The purpose of this project was to create a mapping division within the tribal planning department and initiate modern land management practices.

The project’s first objective was to begin the process of digital identification of tribal lands including reservation, fee, and trust lands. The new mapping division was not established until late summer due to staff turnover and recruiting difficulty. Once established, staff in the new division began entering current data into the new GIS software purchased by the tribe. The surveyor obtained as many land records and as much existing historical information as possible to identify what needed to be included in the digital surveys and provide cross-references for the new data. These documents included lists of tribal trust lands from Whatcom County, pictometry data and aerial photographs, as well as previous land surveys from the Department of Natural Resources and the Bureau of Land Management. Surveyors began surveying the tribe’s northern allotment lands, but soon discovered there were significant

discrepancies leading to boundary conflicts due to the various methods in which the data had been previously collected and reported. These conflicts caused further delays in finalizing the digital identification of tribal lands. While project staff entered all the new information into the GIS database, the two-year project timeframe did not allow for resolution of all the boundary conflicts as this process requires working with the Bureau of Land Management and the Bureau of Indian Affairs.

The project's second objective was to survey and map cultural, natural, and man-made resources on the previously surveyed and mapped lands. Project staff worked with tribal elders to identify and map cultural features, and then collaborated with the tribal language department to create a map with traditional place names labeled in the native language.

The project's third objective was to train two tribal members in GPS, GIS, and survey techniques, with one trainee receiving formal academic training during the project's second year. Two tribal member trainees accompanied the surveyor to obtain hands-on surveying experience including training in safety issues, equipment setup and use, and awareness of environmental challenges. The trainees both began classes through Bellingham Technical College's Surveying and Mapping Technology program in the project's second year.

The project's final objective was to develop and implement an educational program on the value of wills and maps of land parcels to encourage the equitable distribution of inherited land. The project director created a wills education coordinator position for the project, but due to the sensitive nature of discussing wills and land inheritance the tribe did not support the position and it remained unfilled. This objective was therefore not completed.

## **OUTCOMES AND COMMUNITY IMPACT**

Due to the challenges mentioned above regarding boundary issues, the impact of the land surveys has yet to be felt on the community level. However, a good infrastructure is in place on the northern properties and the surveyor completed work on most of the tribal trust lands. As the project staff entered all the new information into the GIS database, the Nooksack Tribe is well-positioned to begin plans for disaster management strategies and law enforcement regulations. The tribal administration will also be able to better manage tribal development sites, as the database contains information on roads and utilities.

For tribal members, there is an increased awareness and knowledge of land boundaries and their importance in everyday life. More tribal members understand how land boundaries affect their decisions to modify their homes and develop their land.

The two surveyor trainees gained valuable skills useful in survey and mapping work. Both trainees received academic credit for the classes they completed, and one trainee hopes to continue his studies to receive a bachelor's degree in environmental science.



## Nooksack Indian Tribe



<b>Project Title:</b>	Nooksack Indian Tribe Lhechelesem Revitalization Planning Project
<b>Award Amount:</b>	\$73,593
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 1 job created
- 12 elders involved
- 120 youth involved
- \$120,871 in resources leveraged
- 15 partnerships formed
- 100 youth increased their ability to speak a native language
- 50 adults increased their ability to speak a native language

### BACKGROUND

The Nooksack Indian Tribe is located in Whatcom County, in northwest Washington. Established by the 1846 Oregon Treaty, the tribe has members in both Canada and the United States. There are approximately 1870 US tribal members, 60 percent of whom are under 30.

Lhechelesem is the ancestral language of the Nooksacks and is part of the Central Coast Salish language group. Currently, there are eight surviving individuals who speak and/or understand Lhechelesem of whom only one is fluent. There are no first language speakers left. Prior to this project,

a linguist worked with the Nooksack tribe to develop orthography, phrenology and morphology for the Lhechelesem language. The linguist also developed a formal K-6 curriculum for the tribe.

### PURPOSE AND OBJECTIVES

The purpose of the project was to continue to develop educational programs that will allow the tribe to revitalize the Lhechelesem language in one generation.

The project's sole objective was to develop and test cultural activities for the preexisting K-6 Lhechelesem curriculum. The main approach of the project was to reintroduce and incorporate the traditional 13 moons calendar as a means of teaching the Lhechelesem language. This approach resulted from prior experiences of the language department developing curricula that was never used. The project staff believes the novel idea of a "natural approach," where all language lessons and activities follow the traditional calendar combines enhanced language learning with education on the Nooksack culture. This cultural approach also draws heavily upon the total physical response (TPR) language teaching method. Project staff modified the

existing curriculum to associate every lesson with activities conducted during each of the 13 moons. For example, project staff incorporated preexisting text and vocabulary focused on harvesting and berry picking with the appropriate moon when blackberry picking occurs. That lesson will then be taught during the actual blackberry harvest, and will include field trips to educate students on the cultural significance of traditional berry picking. Once developed, the project staff tested the comprehensive curriculum at five village sites by means of after school sessions. These “classes” included discussion of current moon activities and focused on oral and aural learning rather than written methods. During the summer, project staff also tested the curriculum at the tribe’s summer youth program. Project staff used these test sessions as a means of adjusting the curriculum to be more effective, based on student feedback and real-life teaching experiences. Project staff then compiled the lessons into one completed curriculum, available in digital and hard copy formats.

The project also included activities to develop language teacher certification protocols for the tribe. Project staff collaborated with the Puyallup Tribe’s language department to develop teacher training application forms and lists of required teacher competencies. These and other documents will form the basis of a Lhechelessem language certification program.

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

The natural teaching approach, combined with use of TPR methods, helps tribal youth understand the function of the Lhechelessem language. The curriculum provides them with ownership of their language as they relate each lesson to an activity they, or their families, participate in each year. The 13 moons curriculum also teaches youth about

cultural traditions and the history of their people.

The Nooksack Tribe benefited from the education of all tribal departments regarding the importance of using the language at work. Many departments now request the language staff’s participation in tribal events, such as the dedication of buildings, in order to perform traditional ceremonies in Lhechelessem. Project staff encourage finding ways to incorporate the language into the everyday activities of all tribal departments.

Finally, the development of the 13 moons curriculum is an important step in preserving the Lhechelessem language. Along with the curriculum, project staff worked to develop the foundation for a teacher certification program. During the testing of the 13 moons curriculum, project staff identified possible candidates for future certification, helping to ensure the continuance and expansion of the Lhechelessem language program.

*“We have piqued the interest of the community. We are losing our elders, but are carrying on. Our songs and language and culture and history are coming back and are being honored again.”*

*George Adams, Project Director*

## Skokomish Tribe



<b>Project Title:</b>	Skokomish Tribe Environmental Research Project
<b>Award Amount:</b>	\$258,054
<b>Type of Grant:</b>	Environmental
<b>Project Period:</b>	Sept. 2007 – Dec. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 7 elders involved
- 1 youth involved
- \$14,400 in resources leveraged
- 3 individuals trained
- 14 partnerships formed

### BACKGROUND

The Skokomish Indian Tribe, with 703 enrolled members, is located on the 5,000 acre Skokomish Indian Reservation. The reservation is on the delta of the Skokomish River, which empties into the Hood Canal on Washington's Olympic Peninsula. The Hood Canal, the traditional, historical, and contemporary source of social, cultural, and economic livelihood for the Skokomish people, is in a state of environmental crisis.

In recent decades, upriver forest, residential, and agricultural land use practices, along with more frequently occurring storm events, have contributed to more frequent flooding and higher groundwater tables, in turn causing livestock waste, human waste (through failed septic systems), fertilizers, and other contaminants to be released into

the river and the Hood Canal. The water quality degradation in the canal, which is also caused by hydro-electric damming that has diverted 40% of the Skokomish River, has led to algae blooms, fish kills, dead zones in the canal, diminished fish and shellfish populations, and reduced potential income for 491 tribal harvesters.

### PURPOSE AND OBJECTIVES

The purpose of the project was to build the Skokomish Tribe's capacity to protect resources through tribally-directed research projects on dissolved oxygen, invasive species, water quality, and habitat. This research would inform an invasive species management plan and two aquatic resources enhancement plans, improving water quality, enhancing habitat, and mitigating threats to fisheries. Additionally, the project would educate the Skokomish people in conservation science and fisheries and facilitate collaboration with local, state, federal, and tribal agencies.

The first objective of this project was to develop an invasive species management plan that would: identify invasive species and the problems they cause; devise strategies to map, monitor, control, and

eradicate them; and prevent new species from being introduced. Though the aquatic biologist hired for the project did not begin until five months into the project period, he was able to procure needed equipment, review existing information on invasive species in the area, conduct a literature review, develop field methods, conduct field work, document a baseline of existing invasive species, collect and analyze data, draft and revise several versions of an Aquatic Nuisance Species Management Plan, complete a final plan, and receive Tribal Council approval of the plan by the project's 13<sup>th</sup> month. Also, he was able to review information on fisheries, shellfish, and water quality, meet regularly with the tribe's Fish Committee to discuss shellfish and fisheries enhancement priorities and invasive species management, and begin water quality research.

The second project objective was to create a Fisheries Enhancement Plan and a Shellfish Enhancement Plan by the 24<sup>th</sup> month of the project. To accomplish this, the project director hired an assistant to the aquatic biologist. The assistant, also an aquatic biologist by training, proved highly capable and began working on the project not as an assistant, but as a co-collaborator. The two aquatic biologists cross-trained each other in shellfish and finfish field methods and analysis, and each took on the task of writing one enhancement plan. Throughout the project, they collaborated with local, state, and federal agencies to ensure the use of proper field methods and protocols, ensure the completion of lab work, and produce detailed plans. They also hired a tribal youth worker, who helped with invasive plant eradication, shellfish surveys, and other tasks. By the end of the project period, they had finished both plans, with approval by the Skokomish Tribal Council.

## **OUTCOMES AND COMMUNITY IMPACT**

Project staff and Skokomish tribal leaders believe the knowledge and experience gained through project research have increased the capacity of the tribe to preserve resources, and have given the tribe a more clear understanding of what it must do to combat aquatic nuisance species, enhance tribal fisheries, and clean up the Skokomish watershed and Hood Canal. The project has pulled many tribal resource management plans together, facilitating cooperation between people previously working apart, simplifying their work now and in the future. If the strategies developed are effectively pursued, the tribe will better be able to restore the health of vital ecosystems and to pursue the economic and cultural interests of the tribe, and tribal members will again be able to pursue activities such as growing sweetgrass for use in basket making, or harvesting salmon and shellfish to the extent they once did.

By increasing cooperation with interagency and intergovernmental environmental coordinating groups, the project team helped establish the tribe as a strong and consistent presence in local and regional conservation efforts, and have enabled the tribe's research and management priorities to be better represented at policy and decision-making tables. This has given agencies greater confidence in the tribe's capacity to deal with environmental problems in areas under tribal control.

Project staff members feel that over the long term, these efforts will eradicate invasive species and mitigate damage to the ecosystem, resulting in a greater abundance and diversity of species, more employment opportunities, improved public health, and more recreational activities for tribal members and others in the region.

## Spokane Tribe of Indians



<b>Project Title:</b>	Spokane Tribal Language Program
<b>Award Amount:</b>	\$259,197
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 30 elders involved
- 385 youth involved
- \$45,304 in resources leveraged
- 12 individuals trained
- 4 partnerships formed
- 3 language teachers trained
- 350 native language classes held
- 385 youth increased their ability to speak a native language
- 18 adults increased their ability to speak a native language
- 1 language survey developed
- 25 language surveys returned

### BACKGROUND

The Spokane Tribe is a federally recognized tribe with 2,465 enrolled members, located on the Spokane Indian Reservation in northeastern Washington. Rural and remote, the reservation consists of 155,000 acres of mostly mountainous timberland, and has a population of 1,200 people.

Though the tribe's language program provides classes for Head Start through 5<sup>th</sup> grade students and college students, there are not enough teachers to meet the needs of all age groups and levels. In recent years, the tribe has had only three teachers, who have had to teach 17 classes. Thus, some students, including junior high and high school students, who currently do not receive language classes, have been left feeling marginalized.

### PURPOSE AND OBJECTIVES

The purpose of this project was to increase the number of teachers qualified to instruct in the Spokane language, and to develop multi-tiered curricula and lesson plans for classroom use and student self-instruction.

The project's first objective was to create language lesson plans and curricula for teachers and students, as well as self-guided lesson plans for students of various ages. To accomplish this, the project manager hired two student teachers, identified their training needs, and provided the student teachers and four elder language specialists with training on curriculum development, lesson plan development, and teaching methodology. Working with the elders, student teachers



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began developing curricula and lesson plans, completing over 200 lesson plans during the project period. By project's end, the team had distributed a booklet and CD including nearly 200 lessons to community members.

The second objective was to train two new language teachers, increasing the number of tribal members qualified to teach the language. To do this, student teachers worked about 3 days per week with language teachers and 7-8 times per quarter with elders, studying language skills such as writing, grammar, pronunciation, and conversation, and teaching skills such as how to design curricula and lessons, and how to present lessons using suitable language teaching methods. The student teachers kept language journals and portfolios, taught mock lessons to elders, took speaking and writing tests, and were evaluated on an ongoing basis by elders and tribal teachers. Student teachers also attended college language classes and immersion training at Flathead Immersion School. Though one of the two student teachers originally involved in the program resigned during the first year, the tribe was able to find a replacement, who completed sufficient training to meet the training goals set forth by project planners.

The third objective of the project was to expose approximately 1,600 tribal members to the Spokane language, through new and innovative channels not previously available, including an interactive website. The primary interactive feature of the website was a set of eight self-guided lessons focusing on alphabet, clothing, counting, colors, seasons, animals, food, and days of week. These lessons allowed students to study online, build vocabulary, and increase basic speaking skills. The language website also provided Spokane language songs and stories, and information on the language program, links, and news. In two years, there were 4,876 visits to the

website, about a third of which came from students at the tribal elementary school. The Tribal Business Council passed a resolution allowing tribal employees to logon to the website for two hours per week, so they could study the language during work hours.

Project staff also published announcements about the project in the tribal newspaper and conducted various outreach activities, hosting public meetings and incorporating language activities into various annual events. In addition to the 390 youth and 30 elders attending these events, hundreds of parents, family members, and other tribal members attended. Staff also conducted a language survey in which 25 members of the tribe identified "perceptions and preferences for the future of the program."

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

The two newly trained student teachers have been certified by the Tribal Business Council and hired by the tribe. Though they have not yet been certified by the state, they have begun to work in their own classrooms, with the Head Start and the tribal day care programs. They have also begun substituting for regular language teachers, occasionally working with older, higher level students. Using advanced active language teaching methods and self-developed lesson plans, the new teachers are poised to serve the tribal community for many years to come.

The increased visibility of the Spokane language program has enabled it to build a stronger relationship with the community and to reach new constituencies. Project team members feel that this enhanced relationship, combined with the program's expanded capacity to deliver language training to tribal members, bodes well for the revitalization of the Spokane language and its restoration to a central place in Spokane tribal culture.



## Great Lake Indian Fish and Wildlife Commission (GLIFWC)




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<b>Project Title:</b>	GLIFWC’s ANA Ceded Territory Manoomin (Wild Rice) Program
<b>Award Amount:</b>	\$361,143
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribal Consortium

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### PROJECT SNAPSHOT

- 3 jobs created
- 70 elders involved
- 337 youth involved
- \$50,382 in resources leveraged
- 2 individuals trained
- 30 partnerships formed

### BACKGROUND

Formed in 1984, the Great Lakes Indian Fish and Wildlife Commission (GLIFWC) is a natural resource management consortium comprised of eleven sovereign Ojibwe member governments in Wisconsin, Minnesota and Michigan. Member tribes control 58,469 acres of land ceded to them in the Chippewa treaties of 1836, 1837, 1842 and 1854. GLIFWC assists its member bands in the implementation and protection of off-reservation treaty rights and natural resource management.

Wild rice, or *manoomin*, plays an important role in the lives of Ojibwe people, and is a healthy dietary staple. Production remains an important source of income for many tribal members in GLIFWC’s member

tribes. In recent years the traditional harvesting and production of wild rice have greatly declined, and as elders pass on, the knowledge and stories are lost with them.

### PURPOSE AND OBJECTIVES

The purpose of the project was to implement a cultural revitalization initiative to increase the number of tribal members harvesting wild rice and ensure the continuation of cultural traditions among tribal youth.

The project’s first objective was to implement an intertribal community education strategy in 11 communities. Elders from the participating tribes met with project staff to provide information on the importance of traditional wild rice harvesting and processing. Project staff then used this information to develop posters, brochures, nutritional information supplements, and a website for the *manoomin* project. Project staff made 21,300 copies of an informational insert for inclusion in GLIFWC’s monthly newsletter. Many of these materials include recipes for wild rice and lists of traditional rice processors located near all GLIFWC tribes.

The project’s second objective was to

conduct intergenerational cultural workshops on wild rice harvesting, processing, and cooking. The purpose of the workshops was to teach tribal youth harvesting and processing techniques to facilitate the continuance of Anishinaabe traditions and off-reservation *manoomin* harvesting. After purchasing two canoes and other necessary equipment, the project director traveled across the region to deliver the workshops. The two three-day long workshops focused on topics such as off-reservation harvesting, canoe safety, processing/harvesting, permitting processes, and enforcement of rules and regulations surrounding the harvesting season. Tribal elders also participated in the trainings through storytelling and native language presentations. Over the course of the project, 337 youth participated in the workshops.

The project's third objective was to complete a wild rice inventory covering a 16,841 square mile area in Minnesota and Wisconsin. Throughout the two years, project staff collected and entered data into a centralized database to be utilized for future reference in determining ricing patterns and abundance levels. Possible information to be gleaned from this inventory includes where rice is growing well, where it is losing ground, harvesting sites, and areas for reseeded. The database includes information from aerial photographs, ground surveys, and interviews with harvesters.

The project's fourth objective was to develop a community food system and expand capacity for community wild rice processing. Project staff met with six tribal *manoomin* processors to discuss current processing equipment designs and identify emerging technology in the field. Project staff then developed a contract with a manufacturer; rice processors can now lease equipment from GLIFWC granted they

agree to provide a percentage of their product to the organization for the community food system. Fourteen lease contracts have been signed to date. Over 100 pounds of rice have been collected, some of which was sent to tribal service members in Iraq, distributed to tribal youth and elder programs, and used in cooking demonstrations.

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

By participating in the workshops, tribal youth learned about and practiced traditional wild rice harvesting and processing, thereby strengthening their cultural identity. Many learned words in their native language and heard stories from their elders, providing an important intergenerational link. Workshop participants also gained valuable skills such as canoe safety, and experienced the pride of making their own tools. The project director, William Cadotte, expressed, "This project brought together young and old. The elders told [the youth] stories about how to process the wild rice."

Tribal elders experienced pride in sharing their knowledge with the youth. They enjoyed participating in the workshops and expressed their desire to continue working to promote traditional ricing practices.

Tribal rice processors saw their businesses promoted through the project's marketing campaign, providing them with increased business and income. What may have been a side project for some now has long-term business viability. Many processors also benefited from upgraded equipment through GLIFWC's leasing opportunities.

Finally, the rice inventory database is an invaluable tool which links 20 years of wild rice harvesting and monitoring data, and will assist in protecting and enhancing this valuable resource for generations to come.

## Lac Courte Oreilles Band of Lake Superior Chippewa Indians



<b>Project Title:</b>	The “Greening” of the LCO Development Corporation
<b>Award Amount:</b>	\$191,336
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Dec. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 1 Native American consultant hired
- \$102,955 in resources leveraged
- 35 individuals trained
- 7 partnerships formed

### BACKGROUND

The Lac Courte Oreilles (LCO) Band of Lake Superior Chippewa is a member of the Ojibwa Nation. Established by an 1854 treaty the 76,465 acre reservation lies northern Wisconsin. Just over 2,800 of the total 5,474 tribal members reside on the reservation.

Northern Wisconsin’s economy is largely tourism-based, with the largest industries being the public sector, food and beverage, and recreation. Until recently there was a construction boom as tourists purchased lakefront properties to build homes. Due to changes in the national economy and the decline in the housing market, tourism activity has dwindled, negatively impacting the local economy. The unemployment rate for LCO is 75%, as reported in a 2003 BIA Indian Labor Force report. In order to

overcome this serious challenge, the Tribe prioritized the construction company, LCO Development, for funding because it has the greatest potential for increased employment opportunities. However, LCO Development is currently lacking the administrative infrastructure, management staff, tools and equipment, and skilled staff necessary to function as a successful enterprise.

### PURPOSE AND OBJECTIVES

The purpose of this project was to build the capacity of LCO Development to operate as a successful construction company.

The project’s first set of objectives was to appoint a new board of directors, contract with an accountant to establish a financial/contract management system, including revised policies and procedures (P&P), and train project staff on any new software or company P&P changes. A lack of response to the notice of recruitment caused delays in appointing a new board of directors, and the initial board orientation meeting did not occur until the end of July. In December 2008, project staff developed a request for proposal (RFP) to contract with a financial consultant. Two unsuccessful postings of the RFP resulted in a revised

solicitation and third posting; the accountant was not hired until the end of July 2009. Once on board, the accountant revised LCO Development's P&P's and control measures, established company accounting books and a general ledger, and facilitated the transfer of old financial data into the new system.

LCO Development purchased the SAGE Masterbuilder System software to manage the company's records. Two staff members received training on the new program in the first months of the project. Staff training on the new accounting system and the transfer of old data depended on the work of the accountant, therefore were significantly delayed. LCO Development staff did not complete the transfer of all data by the end of the project. The tribal council is still in the process of approving the new LCO Development P&P handbook. Project staff also attended national conferences on new building techniques to improve LCO Development's competitiveness in the construction industry. The project received a three-month no-cost extension to compensate for the time lost in appointing the new board members and hiring the accountant.

The project's second set of objectives was to become certified as a Wisconsin apprenticeship program, a Small Business Administration (SBA) small disadvantaged business program (8(a) certification), and an SBA HUBZone program. After further investigation, project staff determined LCO Development had already participated in the 8(a) program and therefore could not reapply for 8(a) status. To overcome this challenge, the tribe established a new company, called the Superior Chippewa Corporation, under which LCO Development will be a subsidiary. The Corporation then submitted an application for 8(a) status but did not become certified by the project's end date. Approval by the SBA is expected by mid-April 2010.

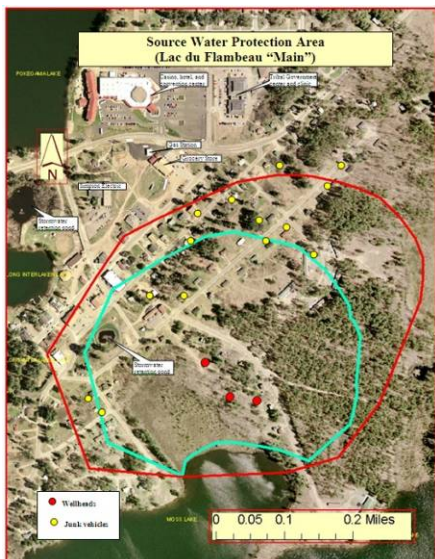
Further research also determined the LCO Development was already HUBZone certified. Finally, the project director began working with the Department of Workforce Development to determine the state requirements for certification as an apprenticeship program. The project director developed guidelines for the apprenticeship program in order to inform the tribe as to the changes and requirements necessary to implement such a program. The project director then submitted the guidelines to the board and tribal council for approval. Once the guidelines are approved, project staff will develop the actual apprenticeship program, which the project director expects to implement within the next two years.

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

Project staff at LCO Development helped build the capacity of the organization to function in an efficient, sustainable, and profitable manner. The company is now well positioned to take on housing projects for both tribal members and non-native residents in the area.

The LCO Housing Authority will benefit from a new partner in tribal housing projects, increasing their organizational capacity as well. Additionally, due to LCO Development staff members' new training, the quality of houses provided to tribal members will improve.

## Lac du Flambeau Band of Lake Superior Chippewa Indians



**Project Title:** Lac du Flambeau Water Regulatory Enhancement Project

**Award Amount:** \$138,862

**Type of Grant:** Environmental

**Project Period:** Sept. 2007 – Sept. 2009

**Grantee Type:** Tribe

### PROJECT SNAPSHOT

- 1 job created
- 52 elders involved
- \$36,551 in resources leveraged
- 50 individuals trained
- 12 partnerships formed
- 3 environmental codes/regulations/ordinances developed
- 3 environmental codes/regulations/ordinances enforced

### BACKGROUND

The Lac du Flambeau Band of Lake Superior Chippewa Reservation is located in the north central portion of Wisconsin. Most of the reservation is located in Vilas County, with small portions in Iron and Oneida Counties. There is a total enrollment of 3,057 band members with approximately 1,608 residing on the reservation.

Forty-eight percent of the Lac du Flambeau Reservation is covered by water. The tribe formally adopted water codes and currently

enforces them through the tribal court system. However, as the codes are not federally approved, they are not enforceable on all (tribal and non-tribal) point source activities on the reservation. There is also opposition from the non-native community living on or near the reservation, realtors, and land developers regarding water code enforcement in their areas. Additionally, there is generally a low level of environmental awareness amongst tribal community members. Combined, these issues pose constant threats to water quality on the reservation.

### PURPOSE AND OBJECTIVES

The purpose of the project was to: revise the tribe's water regulations, incorporating the community's vision and scientific data; improve tribal technical capacity to develop and implement the regulations; and increase the community's knowledge regarding water management and the environment.

The project's first objective was to obtain a clear community vision for improvement of the current water regulations. During the



project's first year, staff developed and distributed a public survey to determine how tribal members use water on the reservation. Mailed to 2,575 tribal members, the overall response rate was 16 percent, or 417 surveys. The survey mailings also included an educational video about the water cycle. Project staff held two public meetings during which they distributed the original tribal water codes for review. Project staff also organized an annual educational event for the public in order to increase awareness regarding water protection. Based on the results of the survey, comments on the water codes, and additional community input, the project staff established an idea of the community vision for improving water regulation.

The project's second objective was to improve technical and program capacity to create and implement revised water regulations. Project staff participated in three trainings, and two members received certificates in watershed management. Project staff gave presentations on water quality standards at conferences such as the Surface Water Monitoring and Standards meeting for states and tribes. Staff members also trained tribal employees on best practices in water management

The project's third objective was to revise the existing regulations. Building off the information collected in the project's first year and utilizing new skills learned during training, project staff worked to revise three existing codes. A summer legal intern compiled and reviewed all comments submitted and made revisions as necessary. Project staff also sent the codes out for comment to technical advisors from the Environmental Protection Agency (EPA), Indian Health Services (IHS) and Natural Resources Conservation Service (NRCS), all of which provided comments. The tribe's water resource specialist then drafted new codes with assistance from contracted

lawyers. After a 30-day public comment period, completed revisions to the three codes were submitted for tribal council approval by the end of the project.

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

The local community, both Native and non-Native, now have safer drinking water which leads to improved human and wildlife health and habitat. People make better use of their resources and practice increased stewardship. The comments received from the public on the revised codes were both fewer in number than during the comment period on the original codes and more relevant, indicating increased awareness of water regulation.

As a result of public meetings and training, tribal program managers now work together better to support and enforce water regulation on the reservation.

The water resource department's staff increased their capacity to manage and implement programs, leading to higher enforcement of the new regulations and improved community awareness through educational events.

Federal agencies use Lac du Flambeau as an example for other tribes. The agencies also have an increased education and awareness of tribes' needs regarding water code development and enforcement.

*"Everyone sees better how water connects us all."*

Gretchen Watkins,  
Water Resource Specialist



## St. Croix Chippewa Indians of Wisconsin



<b>Project Title:</b>	St. Croix Ojibwemowin Plan for an Immersion Language Nest with Multi-Media Curriculum
<b>Award Amount:</b>	\$127,000
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 2 jobs created
- 35 elders involved
- \$21,955 in resources leveraged
- 20 individuals trained
- 10 partnerships formed
- 4 adults increased their ability to speak a native language

### BACKGROUND

The St. Croix Chippewa Indians of Wisconsin (SCCIW) is a federally recognized tribe located in the northwest corner of Wisconsin. The tribe lost federal recognition in 1854, but regained it under the Indian Reorganization Act of 1934. The tribe has no reservation lands, but holds some tracts in trust as tribal lands. The tribe's 1,034 enrolled members live predominantly within four counties in Wisconsin.

Beginning in 2007, the St. Croix Education Department began collecting information to determine tribal member interest and commitment to preservation of Ojibwemowin, the Ojibwe language, as well

as tribal member fluency levels. The results demonstrated the language's importance to tribal members and their support for its preservation, as well as the presence of a limited number of fluent and semi-fluent speakers. Although the tribe had made some efforts in the past to implement language classes, no comprehensive system for language learning existed.

### PURPOSE AND OBJECTIVES

The purpose of this project was to design an immersion language nest for pre-school students. A key characteristic of the new curriculum was to be its multi-media format.

The project's first objective was to research at least six language nest program models and design a program appropriate for SCCIW based upon the findings. Staff began by establishing a Tribal Language Advisory Team (TLAT), comprised of parents, elder speakers, and key participants of the tribe's ceremonial activities. Staff and TLAT members conducted visits to six language immersion programs, including the Ho-Chunk Tribe, University of Minnesota Duluth, and a Hawaiian language immersion program. Staff and the TLAT then held six

community information sessions with other community members to discuss findings from the visits and developed the pre-school language immersion nest curriculum based on the feedback.

The next objective was to identify, document, and organize SCCIW language resources to support the language nest. Staff coordinated with the tribe's historical preservation staff to secure language materials from the tribe's archives. Staff was unable to secure such documentation, but did receive some language materials recorded during the previous year's youth summer camp. Staff then interviewed 32 tribal elders to determine the feasibility of including them as teachers in the pre-school language nest. Staff reported some resistance to this idea, however, as many elders were still seeking language learning themselves.

The final objective was to research examples of effective multi-media language curricula from which to develop a prototype curriculum with an accompanying language CD for the tribe. To do so, staff planned to work with a tribally-owned software firm. After several months, however, the software firm was unable to complete the CD and staff was unable to develop multi-media materials for the project. Staff did, however, secure language nest materials from an Ojibwe language immersion program to help guide future curriculum development efforts.

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

For the tribe, the act of conducting onsite visits to Ojibwe-speaking tribes strengthened bonds and inter-tribal efforts to preserve the Ojibwe-language. The visits to non-Ojibwe speaking programs helped the language staff network with members of the wider language preservation movement, thereby establishing key relationships with experienced practitioners.

The planning process also helped many elders confront historical trauma associated with language repression that occurred during childhood. Several elders reported the project reawakened their language memories and strongly support efforts made by project staff. The importance of language preservation efforts focused on youth was also a consistent theme amongst the elders. When asked to discuss the importance of the project to the tribe, elder Dora Ammann shared, "This project was sorely needed. The language nest is important because it helps kids speak by the time they're ready for school. If we got just one or two kids speaking, it would be a huge change."

To maintain the project's momentum, the tribe successfully competed for an additional ANA grant to implement the planned language nest curriculum, focusing on teaching parents how to speak Ojibwemowin to their newborns. One of the new project's objectives is to train multi-generational teaching teams to staff the immersion nest.

*"I have seen a lot of positive change in the past year through this project and our potential is being unlocked."*

Marlene Songetay, Tribal Member