

2011 Impact and Effectiveness of Administration for Native Americans Projects: Report to Congress



ADMINISTRATION FOR
CHILDREN & FAMILIES



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EXECUTIVE SUMMARY

Established in 1974 through the Native American Programs Act (NAPA), the Administration for Native Americans (ANA) serves all Native Americans, including federally recognized tribes, American Indian and Alaska Native organizations, Native Hawaiian organizations and Native populations throughout the Pacific Basin (including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands). ANA promotes self-sufficiency for Native Americans by providing discretionary grant funding for community based projects, and training and technical assistance to eligible tribes and native organizations.

Each year, ANA visits grantees to conduct impact evaluations on ANA-funded projects. This report includes a brief overview of each project visited and comprehensive results on the impact ANA funding has on Native American communities. The combined funding for the visited projects was \$33.1 million (\$25.2 million for 50 social and economic development projects, \$5.7 million for 15 language projects, and \$2.2 million for eight environmental projects). The projects were located in 17 states and territories, with the highest number of projects in Alaska, California, and Oklahoma

ANA grantee projects had a positive effect on the economy of Native American communities. As detailed in this report, in 2011 ANA's \$33.1 million investment in the communities resulted in:

- 302 full-time equivalent jobs
- 1,348 people employed
- 1,048 Native Americans employed
- 20 businesses created
- \$178,000 in income generated
- \$11.4 million in additional resources leveraged to support projects
- 2,669 individuals trained
- 1,356 partnerships formed
- 21,955 youth and 5,035 elders involved in community based projects
- 1,124 youth and 587 adults with increased ability to speak native languages

A majority of ANA projects visited in 2011 successfully met or exceeded all of their project objectives. Over 64 percent of projects met or exceeded all project objectives, compared to 27 percent that met most objectives, and eight percent of the projects visited did not meet project objectives.

The impact evaluation process enables ANA to make data-driven decisions that enhance ANA services and, in turn, increase ANA project success. As this report demonstrates, ANA grant funding continues to be an effective vehicle for encouraging the self-sufficiency and cultural preservation of Native American communities.

2011 IMPACT AND EFFECTIVENESS REPORT OVERVIEW

Established in 1974 through the Native American Programs Act (NAPA), the Administration for Native Americans (ANA) serves all Native Americans, including federally recognized tribes, American Indian and Alaska Native organizations, Native Hawaiian organizations and Native populations throughout the Pacific Basin (including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands). ANA promotes self-sufficiency for Native Americans by providing discretionary grant funding for community based projects, and training and technical assistance to eligible tribes and native organizations.

ANA provides this 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

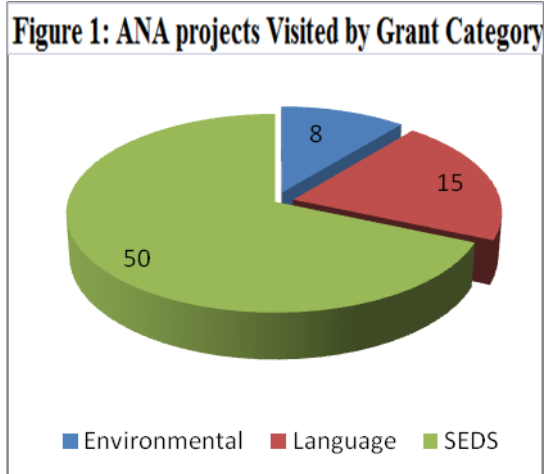
The Native American Programs Act (NAPA) of 1974 (42 U.S.C. § 2991 *et seq.*) provides that ANA is to evaluate its grant portfolio in not less than three-year intervals. The statute requires ANA to describe and measure the impact of grants and report their effectiveness in achieving stated goals and objectives. This report fulfills the statutory requirement and also serves as an important planning and performance tool for ANA.

OVERVIEW

Each year, ANA visits grantees to conduct impact evaluations on ANA-funded projects. Evaluation teams 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. 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.

RESULTS AND IMPACTS

During 2011, 71 of 222 ANA-funded projects were selected for impact visits. Of the 71 projects, five had no-cost extensions beyond calendar year 2011. Therefore, these projects are not included in this report. An additional seven projects, which were visited in 2010 and received no-cost extensions into calendar year 2011, are included in this report, bringing the total number of projects analyzed to 73. 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 73 selected projects that fell into the three general grant categories as depicted in Figure 1. Funding totaled \$25.2 million for the 50 SEDS projects, \$5.7 million for the 15 language projects, and \$2.2 million for the eight environmental projects. Of the 50 SEDS projects, 13 were strengthening families projects, with \$10.65 million in funding. The 73 projects were located in 17 states and territories, with the highest number of projects in Alaska (14 projects), American Samoa (six projects), California (six projects), and Oklahoma (six projects). Table 1 summarizes the key results by state.

Table 1: Key Project Results

State	# of Projects	Award Amt	FTE Jobs Created	People Employed	Native Americans Employed	Businesses Created	Revenue Generated	Resources Leveraged	Partnerships Formed	Individuals Trained	Elders Involved	Youth Involved
AK	14	\$4,013,423	31	103	67	4	\$1,030	\$2,119,622	190	253	262	649
AS	6	\$1,285,369	21	45	39	2	\$300	\$127,104	53	377	119	529
AZ	2	\$474,790	7	16	14			\$1,540,917	25	11	90	208
CA	6	\$3,137,893	18	56	29			\$389,781	106	61	265	6,636
HI	5	\$3,987,602	47	194	145	2	\$74,695	\$2,268,666	190	270	129	3,870
ME	1	\$301,218	2	6	5			\$11,998	10	7	0	0
MI	3	\$1,362,848	6	38	29		\$300	\$113,824	25	41	47	202
MN	4	\$2,478,744	14	288	261		\$101,157	\$821,343	53	340	2,055	2,613
MT	3	\$2,302,579	16	35	35			\$164,855	39	113	145	553
ND	2	\$753,069	37	249	193	10		\$49,201	21	57	141	270
NM	3	\$2,031,336	11	39	37		\$430	\$204,185	51	56	347	872
NY	3	\$976,022	9	50	32			\$280,655	58	196	61	87
OK	6	\$1,923,839	13	86	62		\$100	\$350,315	76	339	435	1,316
OR	5	\$2,616,189	24	51	23	2		\$1,499,136	85	48	20	184
SD	2	\$1,209,175	14	39	28			\$346,359	44	113	420	750
WA	3	\$1,701,075	8	18	9			\$228,672	40	0	19	0
WI	5	\$2,534,220	22	35	21			\$878,789	290	387	480	3216
Total	73	\$33,089,391	302	1,348	1,048	20	\$178,012	\$11,395,423	1356	2,669	5,035	21,955

A total of 302 full-time equivalent positions were funded by ANA projects and other leveraged funds, as displayed in the “Jobs Created” column.¹ The projects employed 1,348 people, including full-time staff, part-time staff, consultants, individuals receiving stipends, and others. Figures for “Revenue Generated” and “Resources Leveraged” were validated by the evaluators to the extent possible.

Projects receive impact evaluations during a three-month window before or after their project end date; therefore, evaluators do not collect data on outcomes that are achieved in the years after a project has ended. However, projects achieved many immediate and intermediate outcomes that evaluators were able to capture through qualitative observations. Data collected from impact visits demonstrates 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.

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

SEDS - ECONOMIC DEVELOPMENT

Native Americans living both on- and off-reservations continue to face profound economic challenges. According to 2010 U.S. Census American Community Survey (ACS) data, 28.6 percent of American Indians/Alaska Natives live in poverty.² 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 six business development and job training projects ending in 2011 with a total funding amount of approximately \$2.5 million. Projects in the business development and job training categories created 13 new businesses and 61 full-time job equivalents, both of which contribute to the economic stability and self-sufficiency of communities. The following is an example of an economic development project evaluated in 2011:

The Turtle Mountain Band of Chippewa Indians has about 30,000 enrolled members, 11,000 of whom live on or near the tribe's reservation in north central North Dakota. The tribe suffers from a weak and aging economic infrastructure, widespread poverty, and geographic isolation from urban economic activity. To address these issues, the Turtle Mountain Band created a three-year entrepreneurial development project to provide assistance for entrepreneurs to start and develop new businesses and create employment opportunities in the tribal community. With the help of four entrepreneurial instructors, the project director conducted four adult and four youth financial literacy trainings each year of the project. Every session had an average of 15 to 20 students, with 127 participants successfully completing training and receiving certificates. As a result of the entrepreneurial training program, there have been 10 new business start-ups, creating 29 jobs. The project also involved many existing local businesses, which provided mentoring and job shadowing opportunities for program participants.

In addition, project staff established an Entrepreneurial Development Center (EDC) to support the development of the small business sector, by providing resources, training opportunities, and on-going technical assistance. Outside of financial literacy training sessions, the EDC served nearly 50 clients, with an average of six new clients per quarter. The center has two business development counselors who help clients with business plans and provide technical assistance as needed; the counselors will remain with the EDC to serve as expert technical assistance providers. The EDC has become a satellite center for entrepreneurial training and business counseling for the tribe, and is an important resource for existing and new business owners on the reservation. The center offers services that would not otherwise exist for the Turtle Mountain community, and has encouraged the entrepreneurial spirit among youth and adults. In addition to providing much-needed resources for economic development on the reservation, this project also highlighted economic development needs that still exist, and has established a foundation for addressing those needs with long-term solutions.

ANA evaluated 11 other economic development projects in 2011 with a total funding amount of approximately \$4.6 million. The projects focused on organizational capacity building,

² The U.S. Census Bureau's American Community Survey (ACS) produces population, demographic, and housing unit estimates through its American Fact Finder website. The 2010 release provides the most current data available on poverty rates among Native Americans and Alaska Natives.

community strategic planning, and information technology. These projects leveraged \$2.7 million, trained 649 individuals, created 31 full-time job equivalents, and developed three businesses. The following is one example of this type of project:

The Inupiat Community of the Arctic Slope (ICAS), representing 6,300 enrolled Inupiat Eskimos, serves eight Inupiat villages in Alaska's North Slope Borough. Geographic remoteness, harsh weather, high living costs, difficulty retaining staff, and poor communication systems have made it difficult for village staff to perform ordinary administrative and management duties. In 2009, however, a new internet provider came to the region, installing a high bandwidth wireless internet system, providing ICAS the opportunity to improve its communication network. Seizing this chance, ICAS planners, utilizing a one-year ANA grant, created a community-wide internet portal and organizational intranet for its Barrow headquarters and four remote villages: Point Hope, Point Lay, Wainwright, and Anaktuvuk Pass. A three-person design team, with advice from a 15-person region-wide focus group, compiled and organized tribal records, policies, and procedures; created new administration, accounting, and computer usage policies; designed, built, and deployed a Web page and intranet; and uploaded all records and documents into the new intranet platform.

ICAS' new Web page reflected the interests of the North Slope community, using content, photos, and Inupiat language terms recommended by the focus groups. The new intranet platform provided access to webmail, a calendar, core forms and documents, and a file sharing system for each of the villages. The intranet, accessible through a link on the new website, was set up on a remotely-managed cloud server, enabling staff to access files and calendars without requiring the ICAS to purchase expensive servers, software, or network equipment. Once the new system was set up, design team members traveled to the villages, assessing and testing the system, and training village staff in how to use it and various software programs. The team also distributed new computers, replacing old machines still using Windows 95 and 98 operating systems. According to project team members, the training, new equipment, and ease of use of the new intranet system, as well as the easy accessibility of policies, procedures, forms, and key documents have helped staff to more clearly understand their duties, follow ICAS administrative policies, and provide useful services to village members. Village staff feel less isolated and better able to resolve day-to-day problems arising in their communities.

SEDS - SOCIAL DEVELOPMENT

ANA social development projects invest in human and social capital to advance the well-being 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, dropout, and incarceration among Native American populations. ANA evaluated 12 social development projects ending in 2011, with a total funding amount of \$6.2 million. These 12 projects involved 509 tribal elders and 4,540 youth, while providing training for 447 individuals in topics such as youth leadership, career development, cultural preservation, elder care, and educational development. The following is an example of a social development project evaluated in 2011:

The Ottawa Tribe of Oklahoma consists of 2,536 enrolled members, with tribal headquarters in Miami, OK. Enrolled tribal members who are 55 or older are eligible for

nutritional and support services from the tribe's Title VI program through HHS Administration on Aging. The Adawe Community Center in Miami houses the Ottawa Tribe's Title VI program, and provides a gathering place for elders from at least eight other area tribes. However, the community center lacked adequate kitchen capacity to provide the necessary nutritional services, and lacked opportunities for culturally-relevant social activities for elders. Through a one-year ANA SEDS social development grant, the Ottawa Tribe renovated the Adawe Community Center to serve a larger population of elders with increased nutritional services and social activities. The project director, who also runs the community center, purchased new equipment and hired contractors to expand and improve the center's kitchen facilities. As a result, community center staff increased the number of meals served daily by nearly 60 percent, from 145 to 230, and enrollment in the tribe's Title VI program grew by 88 percent, from 321 to 604. The staff is able to supply nutritious meals in a more efficient manner, thereby providing better service to a larger section of the community. Additionally, the Adawe Community Center now hosts weekly activities, including beading, gourd decorating, and computer training classes. The center also began offering gardening and cooking classes as regular activities, in addition to special events such as Wii bowling tournaments, sock hop dances, and holiday parties. Participation in the center's programs has increased as more elders hear about them, and the center's director has built a strong network of partnerships that will allow activities to continue beyond the project's end. Many of the elders participating in these programs comment on how much they like the center, because it has a warm atmosphere, the food is excellent, and the staff is very friendly. As a result of this project, the Adawe Community Center has enhanced tribal self-sufficiency and established a foundation for continuing services and benefits to the Ottawa Tribe and local community.

Under the SEDS funding area, ANA also funds strengthening families projects that 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 13 strengthening families projects ending in 2011, with a total funding amount of \$10.7 million. Seven of the projects were five years in duration, while six were three years in duration. These 13 projects created 44 jobs, involved 3,119 tribal elders and 13,131 youth, and trained 756 individuals in topics such as foster care certification, responsible fatherhood, healthy life choices, conflict resolution, and positive parenting. The following is an example of a strengthening families project:

The Shiprock Home for Women and Children is a nonprofit domestic violence and sexual assault shelter located on the Navajo Reservation in Shiprock, New Mexico. In 2006, the shelter director and her staff began a five-year "Navajo Healthy Marriages Opportunities Project" to strengthen families in the Shiprock and Farmington communities. At the project's start, staff identified community leaders and certified them in the Prevention and Relationship Enhancement Program (PREP) relationship-strengthening curriculum. These instructors used PREP lessons to train 202 committed couples, 114 single mothers, and 92 single fathers, teaching them to communicate proactively, manage stress, and work as a team with partners. Couples who finished the six-week session were eligible for a wilderness retreat, at which marriage mentors recruited by project staff taught concepts of trust and communication through equine therapy, mountain hiking, and

learning about traditional ways. In addition, the project included a support group for 114 fathers, who regularly met to discuss the role of the father in a family and bond with their children through 38 group activities. The project team also worked with Johns Hopkins University staff to implement the Center for American Indian Health's Family Spirit curriculum for Navajo parents. Staff from Johns Hopkins University traveled to New Mexico yearly to administer six-day trainings for 224 people, teaching them how to create structure for children, address parent-child struggles, and manage child behavioral issues.

Project participants remarked that training sessions profoundly changed their behavior and prompted self-awareness. They learned to stop communication patterns that damaged trust and intimacy in favor of more positive patterns that stabilized their relationships. The trainings also brought couples closer together, as 22 people who were unmarried at the project's start were married by its end. As a result of the project, participants, mentors, and trainers will pass on traditional teachings and evidence-based concepts from the curricula to the wider community, continuing to strengthen Navajo relationships and families for years to come.

SEDS - URGENT AWARDS

ANA occasionally provides SEDS funding to help Native communities recover from natural disasters. In 2010-11, ANA provided \$312,605 to assist four nonprofit organizations and one American Samoan government agency in responding to the tsunami that devastated American Samoa in September 2009. Combined, these five projects assisted villages in addressing food security issues, restored parks and beaches, and built community awareness on coping with future disasters. The projects created 15 full-time equivalent jobs, directly involved 104 elder and 437 youth volunteers, and provided opportunities for thousands of American Samoans to come together to heal from the emotional trauma of the tragedy. The following is an example of an urgent award project:

Staff from the Pacific Islands Center for Educational Development (PICED) developed a project to assist villages devastated by tsunami, educate the island community in disaster preparedness, and provide youth with an opportunity to serve affected communities. After recruiting and providing leadership training for nine youth leaders, PICED staff and youth met with local officials to assess needs and discuss the project's two major endeavors: a village beautification effort and a disaster preparedness campaign. Working with village mayors and the American Samoa Department of Education, the team recruited 66 additional youth to work on project activities. After several days of safety training, 56 youth took part in clean-ups of six tsunami-affected villages. In each village, the youth scoured beaches, shorelines, and ditches for trash, removing 7,810 pounds of garbage and debris, and collecting over 1,000 pounds of scrap metal. Participants also painted curbs, bus stops, and tire planters, installed signs, weeded and cleared overgrown areas, and planted coastal shrubs, including 250 plants in the village of Tula.

Next, the youth launched an island-wide disaster preparedness outreach campaign. Youth leaders researched the types of disasters most prevalent in American Samoa, studied the preparedness measures used with each, and designed a campaign to educate community members on the characteristics of tsunamis, earthquakes, floods, and hurricanes, and on

how to prepare for each. In the campaign, 17 project youth gave disaster preparedness presentations at local elementary schools, reaching 1,293 children. They posted flyers and banners in public locations around the island, created newspaper ads, produced radio public service announcements (PSAs), and made video PSAs which aired frequently on local TV. The outreach campaign reached community members of all ages throughout American Samoa. Of 600 community members surveyed about the media campaign, 54 percent said they had heard of the campaign, and 47 percent felt it had improved their capacity to deal with disasters. Of the 629 elementary school students surveyed after the disaster preparedness presentations in their schools, 96 percent felt better prepared to cope with natural disasters. According to Piced staff, youth involved in the project learned much about community service, team work, leadership, disaster preparedness, Samoan culture and political structures, and how to play an active role in the island's post-tsunami healing process.

SEDS - GOVERNANCE

Within the SEDS grant area, ANA also funds governance projects that offer assistance to tribal and Alaska Native Village governments to increase their ability to exercise control and decision-making over local activities. In 2011, ANA evaluated three governance projects with a total funding amount of approximately \$918,000. These projects aimed to enhance the capacity of tribal governments. Combined, these projects trained 31 individuals on topics such as code development and enforcement, information technology, human resource management, and legislative procedures. Additionally, these projects developed 13 new governance codes, which were all implemented during the project timeframes.

LANGUAGE

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 by linguistic experts as deteriorating or nearing extinction.³ In 2011, ANA visited 15 projects that assisted grantees in sustaining and revitalizing their languages. These projects fell within two funding areas: language preservation and maintenance (nine projects), and Esther Martinez Initiative (six projects).

LANGUAGE - PRESERVATION AND MAINTENANCE

ANA language preservation and maintenance (P&M) projects enable Native American, Alaska Native, and Pacific Islander communities to assess, plan, develop, and implement projects to ensure the survival and continuing vitality of native languages. In 2011, ANA evaluators visited nine language P&M projects, utilizing nearly \$2.2 million in ANA funding to conduct native language surveys, develop community language preservation plans, train language teachers, create master-apprentice programs, develop and digitize language materials, and create native language curricula, lesson plans, and materials. These projects developed and conducted 12 surveys, with 717 community members responding. In total, 150 people, including 24 teachers,

³ 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>.

received job-specific training, and 745 youth and 284 adults improved their ability to speak native languages. The following is one example of this type of project:

Red Cloud Indian School (RCIS), founded in 1888 on the Pine Ridge Indian Reservation, serves students in kindergarten through 12th grade, 99 percent of whom are Lakota youth. In 2008, to stem the loss of the Lakota language at Pine Ridge, RCIS educators began working with faculty from Indiana University's American Indian Studies Research Institute (AISRI) to develop a K-12 Lakota language curriculum. In academic year 2008-2009, the team developed a basic template for the curriculum, with learning concepts, sequences, and activities; and pilot materials for grades five-six and high school level one. To develop the curriculum for additional grades and to train RCIS language teachers, RCIS staff developed a two-year ANA project.

From 2009 to 2011, RCIS staff and AISRI partners developed, tested, and revised curricular materials for grades K-second, seven-eight, and high school levels two-three, and revised materials created before the project. The team sequenced the K-12 curriculum and developed new textbooks, teachers' manuals, assessment tools, and teaching materials. Units included grammar points and practice activities, grade-level appropriate content areas on history and culture, and artwork from local artists. Multi-media materials included themed flash cards, an online dictionary, an animated reading lesson series, and interactive online vocabulary activities. The team also developed a Lakota language keyboard for both PC and Mac. This gave students and staff a common writing system, consistent with the one selected for the texts, for learning and teaching Lakota. By project's end, the team finished the curricula for kindergarten, grades five-eight, and high school levels one-two, and 90 percent of the high school level three curriculum; the curricula for grades one-two were 40 percent complete. Over 300 students from grades five-eight and high school levels one-two had used and learned from the new curricula, and the project team made changes based on their feedback. The project also provided intensive teacher training to seven RCIS Lakota language teachers and professional development training to 44 other teachers in the community, preparing them to effectively utilize active language techniques and assessment strategies. Using the new curriculum, 300 RCIS youth increased their ability to speak Lakota, and gained a new enthusiasm for learning the language. RCIS received a new ANA grant to finish the K-12 curriculum, and is on target to complete these efforts by September 2013.

LANGUAGE - ESTHER MARTINEZ INITIATIVE

The purpose of ANA's Esther Martinez Initiative (EMI) funding area is to provide three-year project awards to language survival schools, language nests, and language restoration programs utilizing immersion techniques to promote language proficiency and fluency. In 2011, ANA evaluators visited six EMI language projects, receiving funding totaling over \$3.5 million, and involving 96 elders and 442 youth. Through these projects, 379 youth and 303 adults improved their ability to speak Native American languages, and 62 youth achieved fluency in a Native American language. Below is an example of an EMI project:

The Piegan Institute, founded in 1987, is a nonprofit organization located in Browning, Montana, created to research, promote, and preserve the language of the Blackfeet Nation. Of the tribe's 15,743 people, there are only 20 fluent speakers, most of who are over age 70. Between 1996 and 2008, Piegan programs succeeded in creating 13

proficient Blackfeet speakers, all children in Piegan's Nizipuhwahsin School. In 2008, staff began a three-year project to build the capacity of school faculty to provide Blackfeet language medium instruction and increase the number of fluent speakers graduating from the school. To build staff capacity, the school's executive director and master teacher worked together to train three apprentice teachers in the Blackfeet language and in teaching methodologies, particularly in active language techniques such as total physical response. Apprentices studied the language with experienced teachers, observed classes, and taught in teams and alone; developed curricula, lesson plans, and teaching materials; and assessed student learning. They also learned how to teach math, science, and social studies using Blackfeet and English as media for instruction. Two of these apprentices were hired to teach at the school, and they are currently providing students with the tools to use their language and to succeed in society.

To increase the language fluency of Nizipuhwahsin school youth, teachers and apprentices utilized Blackfeet medium instruction and innovative immersion methods with all of the school's 25 students, and a 60-lesson linguistics-based language curriculum for its 10 seventh- and eighth-grade students. Because the class sizes were very small, staff was able to assess student proficiency on an ongoing basis, moving ahead based on how effectively the youth mastered the material and how well they were able to converse with teachers and elder speakers. Through these efforts, 10 students developed a deep conversational proficiency in the Blackfeet language, and 15 others also significantly improved their ability to speak the language. According to staff members, the school's youth are very respected by tribal members, are often asked to deliver opening prayers at ceremonies, and are expected by tribal members to be the primary carriers of the language into the distant future.

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 enhancement (ERE) 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 seven ERE projects ending in 2011 with a total funding amount of nearly \$2.2 million. These projects trained 147 individuals in environmental monitoring and management skills, developed five environmental codes and regulations, developed fish and wildlife management plans, and conducted four baseline environmental assessments on tribal lands. The following is an example of one of these projects:

Under the Coquille Forest Act of 1996, the Bureau of Land Management (BLM) transferred 5,400 acres of ancestral Coquille forestland from federal control back to its original owners, the Coquille Indian Tribe of southwest Oregon. In 2008, the tribe's Department of Land, Resources, and Environmental Services (LRES) received a three-year ERE grant to improve its capacity to manage the forestland and abide by federal regulations on forest transferred under the law. First, the project team invested in assessment equipment, training, and staff resources necessary to address a backlog of field inventories, enhancing the LRES' capacity to meet field inventory requirements. To

improve its capacity to monitor water quality, the department purchased a new server and record-management software to more effectively store water quality data and reports. Next, the department purchased water assessment data loggers, field equipment, and laboratory equipment, and trained staff in how to use the equipment. The project team set up data collection systems at 20 water sites, enabling the LRES to establish baselines for key water quality measures, including pH level, the amount of dissolved oxygen, and non-point source water pollution. To document and manage non-aquatic habitats in the forest, project staff initiated an internship program and trained eight interns in completing wildlife inventories. Over the course of three years, the interns completed wildlife, habitat, and timber inventories for 45 percent of the Coquille Forest.

Through this project, the tribe significantly improved its capacity to manage forestland, abide by federal regulations on forest transferred under the Coquille Forest Act, monitor and evaluate water quality, conduct environmental assessments of timber sales, and survey and create inventories of endangered and threatened species and their habitats. The LRES has eliminated regulatory reporting backlogs, can better forecast forest growth and project revenue, and now completes its scheduled reports ahead of due dates. Furthermore, by involving and engaging 10 tribal youth in the project, LRES is making efforts to develop a new generation of tribal environmental managers. Finally, due to LRES' increased ability to assess forestland through this project, federal and local agencies have contracted with the department to monitor and assess over 59,000 acres of land. These partnerships will provide an important source of revenue to sustain LRES' activities in the coming years.

TRAINING AND TECHNICAL ASSISTANCE

ANA utilizes all of the information collected during impact evaluations to bolster the quality of its pre-application and post-award trainings, and technical assistance offerings to tribes and native organizations so applicants may better develop, and later implement, realistic project work plans. The Native American Programs Act (NAPA) of 1974 (42 U.S.C. § 2991 *et seq.*) calls for ANA to “provide training and technical assistance in planning, developing, conducting, and administering projects under ANA; short-term in-service training for specialized or other personnel that is needed in connection with projects receiving financial assistance under NAPA; and upon denial of a grant application, technical assistance to a potential grantee in revising a grant proposal.” To meet this requirement, ANA contracts training and technical assistance (T/TA) providers for four geographic regions: East, West, Alaska, and Pacific.

The T/TA providers conduct three types of training for ANA: project planning and development, pre-application, and post-award. The technical assistance offered by the T/TA providers includes: pre-application electronic technical assistance, post award on-site and electronic technical assistance, outreach to unsuccessful applicants, and reviews of grantee quarterly reports. The number of trainings held and number of attendees are detailed in Table 2 (next page).

Table 2: Training and Technical Assistance in FY 2011			
Type of training	Number of trainings held	Number of eligible ANA applicants or grantees attending training	Number of participants attending
Project Planning and Development	25	207	301
Pre-Application	39	340	520
Post-Award	7	98	191

CONCLUSION

ANA will continue to evaluate projects for success factors and common challenges to improve the content and quality of the services and trainings it provides to grantees. The impact evaluations are an effective way to verify and validate the grantees' performance and ensure the accountability of not only grantees, but also ANA staff and program partners. If ANA discovers a grantee did not implement its project as funded, ANA works with the Administration for Children and Families Office of Grants Management either to restrict future funding options or, if the project is not completed yet, to provide intensive on-site technical assistance on strategies to complete the project. ANA also may give the grantee a no-cost extension, which allows them additional time to complete the project. In severe cases, ANA may require the grantee to relinquish their funds. ANA also 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.

ALEUT COMMUNITY OF ST. PAUL ISLAND



Project Title:	Development of Environmental Ordinances and Cross Jurisdictional Solutions on St. Paul Island
Award Amount:	\$217,407
Type of Grant:	Environmental
Project Period:	Sept. 2008 – Mar. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 1 Native American consultant hired
- 10 elders involved
- 1 youth involved
- \$3,260 in resources leveraged
- 13 individuals trained
- 8 partnerships formed
- 5 environmental codes developed
- 5 environmental codes implemented

BACKGROUND

St. Paul Island, located in the middle of the Bering Sea 280 miles north of the Aleutian Chain and 300 miles west of the Alaska mainland, is one of two populated islands in the Pribilof Islands. Of the island's 532 residents, 458 are tribal members of the Aleut Community of St. Paul Island. The Tribal Government of St. Paul Island provides social services, housing, a tribal court, and natural resource management for members, and plays an active role promoting the economic, social, educational, environmental, and cultural climate of the

community. In 1999, the Community's Ecosystem Conservation Office (ECO) developed policies and procedures to prevent and/or mitigate the consequences of potentially harmful environmental practices, including littering, all terrain vehicle use, handling of hazardous materials, and overhunting of sea birds, reindeer, and sea lions. However, the development of these policies did not involve community input, and the policies were not codified or made into enforceable ordinances.

PURPOSE AND OBJECTIVES

The project's purpose was to provide the tribal government with the capacity, through the development of enforceable ordinances, to prevent activities harmful to the wildlife, plants, humans, and environment of St. Paul Island. The first objective was to prepare for development of ordinances by educating and involving the community, forming and solidifying partnerships, and determining how to work together with partners.

The project director began by reaching out to the community on the role of ordinances in environmental protection via the tribal newsletter, a webpage article, radio public service announcements, flyers in community

gathering places, and a discussion on the topic at the semi-annual tribal membership meeting. At the same time, the project director identified potential project partners, including the Tanadgusix Corporation, the City of St. Paul, the U.S. Fish and Wildlife Service (USFWS), the National Marine Fisheries Service (NMFS), and the Central Bering Sea Fisherman's Association, who could be involved in cross-jurisdictional solutions to environmental problems on the island. The director then worked with the Tribal Council to draft and receive approval on a memorandum of understanding, which was later signed by four of these five entities, excluding the USFWS.

Next, working with a project advisory committee comprised of 10 community members, the project director reviewed the community plan written in 1999 and discussed possible changes to the plan, ways of working together to address environmental issues, and hurdles to adopting the plan. Before and during the period in which these discussions occurred, 13 individuals, including several members of the tribal government and the project advisory committee, completed a three-day University of Alaska Fairbanks (UAF) tribal management course on tribal partnerships and cross-jurisdictional agreements. During the project period, ECO staff members and enforcement officers also completed training in crime solving and enforcing tribal ordinances.

The second objective was to develop, write, and receive tribal government approval of four environmental ordinances. First, project staff researched ordinances from the Suquamish and Quinault tribes, studied examples of successful ordinances discussed in the UAF tribal management program, and studied NMFS and National Oceanic and Atmospheric Administration enforcement guidelines. Staff and the advisory committee then identified the main threats to

environment as overhunting and disrespectful hunts, firearms in restricted areas, destruction of tundra, littering, disturbing seals, intoxicated hunters, abandoned oil drums and fuel tanks, vehicle/ATV misuse, oil or other hazardous spills, and water waste of animals.

The project director then wrote ordinances entitled: "Customary and Traditional Use of Northern Fur Seals," "Northern Fur Seal Rookery Haul Out and Trespassing," "Littering, Illegal Dumping, Hazardous Materials, Marine Debris, Abandoned Vehicles, Equipment, Vessels, and Parts, and Burning," "Cultural Sites, Artifacts, Remains, and Gravesites," and "Intellectual Property, Photographing and Video Taping, Reproduction and Publishing and Research Requirements." The ordinances went through a review process, in which community meetings were held to gather feedback, ordinances were reviewed by legal counsel and the tribe's Chief Judge, and the ordinances were passed by the Council.

OUTCOMES AND COMMUNITY IMPACT

Prior to the ANA grant, there was only one tribal environmental ordinance, on prevention of rodents. During the grant period and the six-month no-cost extension period that followed, project staff completed five new tribal ordinances, all of which were adopted by the tribal council. According to the project director, community meetings on the ordinances were not heavily attended, but the outreach campaign and involvement of various entities in the code development process led to genuine community ownership of the island's environmental issues and increased collaboration among the partners involved. The ECO staff is trained to enforce the ordinances, and municipal, federal, community, and corporate partners are willing to work together to prevent activities harmful to the environment of St. Paul Island.

ALEUTIAN FINANCIAL INCORPORATED



Project Title:	Aleutian Financial Loan Fund
Award Amount:	\$82,974
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2010 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 5 businesses created
- 25 elders involved
- 18 youth involved
- \$1,400 in resources leveraged
- 62 individuals trained
- 3 partnerships formed

BACKGROUND

Aleutian Financial Incorporated (AFI) is a nonprofit organization that serves the financial needs of the 7,089 residents of the Aleutian and Pribilof Islands region of Alaska. Due to the overwhelming need demonstrated by customers, the Aleutian Housing Authority sponsored the creation of AFI in 2005 as a Tribally Designated Housing Entity to provide affordable housing services in the region. According to recent income statistics, community meetings, and the results of a market study conducted in 2006, there are few opportunities for island residents to acquire home mortgages or loans for small businesses due to inadequate access to

financial institutions and services in the region.

PURPOSE AND OBJECTIVES

The purpose of this project was to provide financial education and loans to residents of the island communities for the purposes of home ownership and small business creation, retention, or expansion. The first objective was comprised of three parts: to hire a loan administrator, to ensure that a loan office is fully operational, and to qualify AFI as a nationally certified community development financial institution (CDFI) loan fund to serve the Aleutian and Pribilof Islands region of Alaska. AFI hired a loan administrator and submitted a certified CDFI application, becoming a certified CDFI on May 9, 2011. Additionally, the project director completed four housing counselor training classes on her way to becoming a certified housing counselor. Project staff created a capitalization plan to provide financial guidance and direction as AFI moves forward as a CDFI. Lastly, staff provided 16 individual development account (IDA) applicants with technical assistance training,

significantly exceeding the original goal of 10.

The second objective was for 50 island residents to complete financial literacy training and for 18 individuals to be approved for home or small business loans. To publicize these services, staff advertised on local radio stations and created two different types of brochures, disseminating 250 of each. Project staff conducted financial literacy trainings in nine different island communities, exceeding the original goal with a total of 60 individuals receiving training. Trainings included topics such as creating budgets, building credit, and managing debt, but were also customized to meet the individual needs of participants. For IDA applicants that were focused on buying a home, project staff also provided free home inspections, which saved applicants \$3,000 to \$4,000 compared to normal mortgages from for-profit banks. By the end of the project, a total of 15 loans had been approved, with 10 being used for mortgages to buy homes and the other five used to start or expand small businesses.

OUTCOMES AND COMMUNITY IMPACT

Financial literacy training participants report increased knowledge and understanding of personal finance, including creating budgets, retirement planning, building credit, managing debt, and more. The 16 individuals who received an IDA saved with a match rate of four to one. This enabled higher savings and increased capital at a rate that would not have otherwise been attainable.

Doug Newman is one of the individuals who received a small business loan through this project. Doug is 52 years old, and lives with his teenage son in the Adak community. Prior to this project, he had been working for an hourly wage handling baggage at the airport. He was approved for a loan and IDA account on November 30, 2010, and has

since purchased a bowling alley. According to project staff, the business has been successful, and Doug has expressed significant gratification as a new small business owner.

Etta Kuzakin and her family received a home mortgage loan through this project. Etta is a 36-year-old computer educator in the King Cove School District. She is married with two children, and her family was living in a house they had been renting for the past 12 years. Through this project, she and her family were approved for a home loan and IDA account, which changed their lives. In her words: “For the first time our family are homeowners—this means everything to me. We are extremely appreciative of what AFI has done. Lori was amazing. She answered all of my questions and guided me through the entire process. It’s because of AFI’s dedication and commitment that me and my family own our home. I thought I was going to be a renter for the rest of my life. I had filled out so many loan applications and none ever came through. This changed everything.”

“This project provided the communities we serve with something they’ve never had before: access.”

Lori Canady, Project Director and CEO

COOK INLET TRIBAL COUNCIL, INC.



Project Title:	Qech'henu – “Let’s Go to Work”
Award Amount:	\$110,704
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2010 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- \$152,490 in resources leveraged
- 6 individuals trained
- 4 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. This population experiences nearly three times the unemployment rate of non-natives, and more Alaska Native families live below the poverty line, with average earnings 37 percent less per household than their non-native neighbors. One of the contributing factors to under- and unemployment is lack of adequate public transportation. CITC has a Training and Transportation Center that offers a route-based ride service, but due to the variability of passengers’ schedules, access to consistent transportation is limited.

PURPOSE AND OBJECTIVES

The purpose of this project was to address the regional transportation barriers facing many Alaska Natives to facilitate access to job training and employment opportunities. The first objective was for CITC’s Training and Transportation Center to expand its existing shuttle services from a route-based service to one that would accommodate free door-to-door transportation. Project staff developed a policy and procedures manual and rider guide, and hired one dispatcher and two part-time drivers. The dispatcher left after a few months and was replaced with a third part-time driver; the project team determined that a dispatcher was unnecessary as long as drivers maintained regular schedules and were accessible via cell phones. The fleet consisted of four vans. Vehicle maintenance was tracked by one of the drivers.

To publicize the ride service, staff coordinated with CITC’s Employment and Training Services Department (ETSD) to ensure ETSD case managers referred clients for rides. This proved to be critical, as roughly two-thirds of all riders were referred by ETSD case managers. The CITC

Training and Transportation Center provided all requested rides, and provided sufficient availability so no clients were refused service. In addition to providing rides to adults for jobs, job training, internships and interviews, staff also provided transportation to Native Alaskan high school students who came to CITC for after-school activities such as native dance groups, photography, film studies, and native youth Olympics training.

Staff created an MIS database to track the names of riders, schedules, location of rides, and other pertinent information, such as riders who demonstrated a pattern of “no-shows.” Project staff planned to provide approximately 600 rides per month, but this turned out to be overly ambitious, as the average number of requested rides was closer to 100 to 150 per month. By the end of the project, the drivers provided 1,246 rides to and from work or work-related opportunities for 253 Alaska Natives and American Indians.

The second objective was to plan for training and job placement strategies for passengers after the project ended. Staff hired a consultant group to conduct a survey to identify areas of job interest and availability. The survey results indicated participants had a strong interest in developing self-employment opportunities and there was significant employer demand for job skills that were more sophisticated than entry level. These findings will be focus points for CITC moving forward. Additionally, the survey resulted in the identification of three enterprises that CITC could develop to better serve clients’ needs, including a child care center, a funeral home, and a taxi service. This information will be invaluable as CITC plans future endeavors in the community.

OUTCOMES AND COMMUNITY IMPACT

The primary beneficiaries of this project were the individuals that received free, reliable transportation to and from jobs and job training sites. In many cases, this service was essential in enabling passengers and their families to maintain employment and steady incomes.

Many native youth in the area benefitted from transportation to CITC to participate in after-school activities that were unavailable anywhere else. Most of these activities were culturally relevant, such as sewing/beading, native dance groups, and training for native youth Olympics. Project staff stated that participation in these activities resulted in a reinforced sense of cultural identity.

This project provided stable employment to the three part-time drivers. Drivers stated that working gave them structure, stability, and professional experience that they did not previously have.

Additionally, there were unplanned benefits resulting from this project. When the vehicles weren’t in use, the drivers used them to take community members to volunteer at various nonprofits in the area; the nonprofits and the populations that they serve both benefitted. For example, Beans Café is a local soup kitchen that provides meals for people experiencing homelessness. Volunteers were given rides to and from Beans on multiple occasions, hence helping the café as well as the local homeless population, which is disproportionately native.

CITC has committed to using tribal funds to continue the ride service for another year and has formal plans in place to establish a licensed taxi company which will be used beyond that year to continue providing rides to community members in need of transportation for employment purposes.

INUPIAT COMMUNITY OF THE ARCTIC SLOPE



Project Title:	Inupiat Intranet Project
Award Amount:	\$149,676
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2010 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 8 elders involved
- \$18,000 in resources leveraged
- 21 individuals trained
- 4 partnerships formed

BACKGROUND

The Inupiat Community of the Arctic Slope (ICAS), representing 6,300 enrolled Inupiat Eskimos, is the regional tribal government for eight remote Inupiat villages in Alaska's 89,000 square-mile North Slope Borough. ICAS' office is located in Barrow, the economic and social hub of the borough, on the northernmost edge of the North American continent, at the junction of the Chukchi and Beaufort Seas. Seven of these eight villages, including Point Hope, Point Lay, Barrow, Atkasuk, Niuqsut, Kaktovik, and Wainwright, are along the Arctic Ocean. The other, Anaktuvuk Pass, is located in the interior, just above the Arctic Circle.

Due to geographic remoteness, high cost of living, limited infrastructure, and the local residents' subsistence lifestyle, these villages have faced challenges recruiting qualified candidates for administrative and

management positions. High recruiting, training, and retention costs, along with poor communication systems, have made it difficult for some villages to perform administrative and fiscal duties. In 2009, a new internet provider came into the region, installing an improved, higher bandwidth, wireless internet system.

PURPOSE AND OBJECTIVES

The project's purpose was to create a community-wide portal and organizational intranet for use by five ICAS member villages (Barrow, Point Hope, Point Lay, Wainwright, and Anaktuvuk Pass), improving their governance capacity and effectiveness in performing administrative and management tasks. The first objective was to design the portal and intranet, build the intranet, compile tribal records, documents, policies, and procedures, and upload them into the system. To accomplish this, the design team, which included the project coordinator, an ICAS information technology (IT) specialist, and a consultant from the University of Alaska, mapped out the basic shape of a new ICAS website, and developed the intranet platform. The intranet, accessible through a link on the website, was designed to exist not on

locally-managed servers, but on a cloud server, as part of a remotely managed (in this case, by Google) infrastructure. Rather than purchasing servers, software, data center space or network equipment, the plan allowed ICAS to pay for these resources on a monthly basis, as a fully outsourced service.

After creating the blueprint of the portal and intranet, the project team hosted a three-day meeting and focus group in Barrow to seek feedback on the design, with 15 ICAS staff members from five villages in attendance. In the focus group, village staff, including the village liaisons responsible for daily communication with ICAS' main office, expressed strong satisfaction with the appearance and functionality of the website and portal, and provided various suggestions on Inupiat terms, content, and photos to be included in both. During the meeting sessions, project staff provided training to village staff in how to use the new system, and training in software programs such as QuickBooks and Office 2007. They also provided new desktop and laptop computers for village staff, enabling them to replace old machines, many of which still used Windows 95 and 98 operating systems.

In the following months, design team members visited the villages, assessing administrative records, accounting and other systems, and training needs. They also installed additional hardware and software and developed an inventory of manuals, records, forms, and documents, determining which needed to be updated, digitized, and uploaded into the new system.

The second objective was to deploy the community intranet, ensuring it was functional and in use by the four village councils' staff and at the ICAS central office in Barrow. First, the project coordinator created and revised various manuals, policies, and procedures, including policies

and procedures for administrative, personnel, accounting, and financial management, and policies for computer usage. Next, after organizing village documents for staff and community access, the design team completed the website and intranet. The intranet provided access to webmail, a calendar, core forms and documents (including the policies and procedures listed above), and a file sharing system for each of the villages. Near the end of the project period, the project team held another meeting, assessing the extent to which village liaisons and staff were satisfied with the new system, and providing training in how to use videoconferencing software and other programs.

OUTCOMES AND COMMUNITY IMPACT

According to project staff, the capacity of village liaisons to perform their jobs has vastly improved. The training, new equipment and software, ease of use of the new intranet system, and ready accessibility of policies, procedures, forms, and key documents on the intranet has helped village staff to more clearly understand their duties, follow ICAS administrative policies, and provide useful services to village members. Since the project began, staff turnover has markedly decreased, with only one village staff member leaving her position during the project period, compared to five the previous years.

Helen Simmonds, the ICAS Director of Operations, stated "The project has really opened up communication between ICAS and the villages and communication among the villages. Working with each other helps us feel less isolated and allows us to ask each other questions about how to do things. We feel like a real network, that we have new partners, and that we know each other better. Before the grant, there wasn't that much communication. Now we just do it."

KAWERAK, INC.



Project Title:	Beringia Museum of Culture and Science Program Planning
Award Amount:	\$721,764
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Jan. 2012
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 60 elders involved
- 230 youth involved
- \$525,700 in resources leveraged
- 29 partnerships formed

BACKGROUND

The Beringia Region is in northwest Alaska, just south of the Arctic Circle. The region's boundaries extend from Shishmaref on the Chukchi Sea to Stebbins on the southern coast of Norton Sound, an area about the size of West Virginia. In 2000, there were 9,196 residents in the region. Outside of Nome, the regional hub, there are 15 year-round communities, ranging in size from 140 to 798 people. Seventy-five percent of regional residents are Inuit, and the three distinct cultural groups are Inupiat, Central Yup'ik, and St. Lawrence Island Yup'ik.

Formed in 1973 and headquartered in Nome, Kawerak, Inc. is a nonprofit organization providing a variety of services to the villages in the region. In its 2004 Bering Strait Comprehensive Economic

Development Strategy, the organization, recognizing the need to protect and celebrate the cultural identity of the region's people, identified the need to develop a museum and cultural center. From 2005 to 2008, utilizing ANA funding, Kawerak developed comprehensive plans for the Beringia Museum of Culture and Science (BMCS), formed a Cultural Advisory Committee with representatives from each of the region's villages, developed architectural plans for the museum, and conducted community outreach to procure feedback on the future museum's planning and design phases.

PURPOSE AND OBJECTIVES

The project's purpose was to present the arts, culture, and science of the Beringia region to the region's people and broader public by developing interpretive programs, displays, and the local workforce of BMCS. The first objective was to develop a detailed, culturally-appropriate interpretive museum plan with specific plans for exhibits (both physical and web-based) and programs. For this, project staff worked with the Cultural Advisory Committee and consultants to establish key interpretive themes for exhibits, traveling exhibitions, the website,

and a cultural toolkit to be used in schools. After the project team considered the audience, the discourses they wished to stimulate, the stories to convey, and the means by which they would tell the stories, they identified the following themes: community gathering, subsistence, traditional family values, tribal law and history, women's roles, men's roles, and value and respect. These themes were described in a comprehensive interpretive report, with plans on where each could best be presented in future museum's programs.

The second objective was to create traveling exhibitions for display in villages and teaching kits for use in village schools, to interpret and share aspects of the region's cultural, artistic, and scientific heritage with village members and youth. For the exhibitions, a museum exhibit development consultant, with support from project staff and the Cultural Advisory Committee, designed two exhibits, centered on harpoons and knives traditionally used in the region. The exhibits, using \$65,000 in artifacts donated by a private collector, were slated to begin in May 2011 in the villages of Elim and Savoonga. However, the exhibit consultant ceased working on the project, causing the postponement of the exhibits until after the summer subsistence season. To complete this activity, the project team requested and received a four month no-cost extension (NCE). During the NCE period, the project team succeeded in bringing the harpoon exhibit to Elim, where 111 residents, including 56 school students, visited the exhibit.

To make the teaching kits, project staff and teachers from the Bering Sea School District (BSSD) created grade level-appropriate lessons designed to introduce youth to various aspects of their culture, particularly those related to subsistence. The lessons, aligned with state standards by BSSD teachers, were assembled into "cultural

toolkits" for use in BSSD schools. Due to staff turnover, however, the teaching kits were not completed until late in the project period, and were not tested with village youth by the end of the regular project period. Using the NCE period, however, the project team was able to test the kits in Unalakleet village schools.

The third objective was to create opportunities for professional development in museum studies, cultural tourism and other related fields, partnering with other organizations to link local young people to higher education programs and internships. To accomplish this, staff visited 15 villages, educating youth and college students at village job fairs on careers in archaeology, linguistics, museum studies, and anthropology. Moreover, staff created three paid, part-time BMCS youth internships and identified professional development opportunities for distribution to youth on the BMCS listserv.

OUTCOMES AND COMMUNITY IMPACT

According to project staff members, there is a comprehensive plan in place to prevent the loss of culturally and historically significant artifacts and artwork, stem the loss of cultural traditions such storytelling, music, dance, and craft making, provide a means of teaching traditional knowledge skills and the Inuit way of life, increase pride and identity in native culture, and combat intolerance of native life ways. The process of involving village members and leaders in forming the vision, values, planning, and content of the Beringia Museum of Culture and Science has led to very strong support from local community members, institutions and organizations. Near the end of the project's third year, Kawerak received a \$425,000 donation towards the purchase of a building in downtown Nome to house the museum, increasing hope that the museum will open in the near future.

KNIK TRIBAL COUNCIL



Project Title:	Environmental Capacity Development Project
Award Amount:	\$327,565
Type of Grant:	Environmental
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 12 elders involved
- 115 youth involved
- \$329,588 in resources leveraged
- 3 individuals trained
- 8 partnerships formed

BACKGROUND

The Alaska Native Claims Settlement Act of 1971 acknowledged Knik Village and its existing members as the Knik Tribe. The tribe owns 65,000 acres, and its territory includes all lands traditionally used by the Knik people of Alaska's Upper Cook Inlet area. The Knik Tribal Council (KTC) was established as the official governing body of the tribe in 1989, and provides social, educational, and housing services to over 1,800 tribal members living in the Matanuska-Susitna (Mat-Su) Borough.

The Knik Tribe's cultural identity is closely tied to the land and a subsistence lifestyle. In 2007 the Mat-Su Borough was expanding at a rate of 28 percent, with increasing residential, commercial, and infrastructural development. Consequently, tribal lands,

traditional use areas, and subsistence activities have been encroached upon. Prior to this project, KTC lacked the capacity to effectively take advantage of opportunities to provide input and consultation on proposed construction projects in the region.

PURPOSE AND OBJECTIVES

The purpose of this project was to establish a standard structure through which Knik tribal members can access the community input process and state their concerns about proposed development in a unified manner. The first objective was to establish a Tribal Historic Preservation Office (THPO). Although this project did not result in an official THPO for the Knik Tribe due to legal issues with native land status in Alaska, project staff did establish a historic preservation committee within KTC composed of eight tribal members and elders. Working with the Mat-Su Borough Cultural Resources Department and other departments within the tribe, the committee essentially functions as an informal THPO. Project and KTC staff completed training on cultural surveying and documenting resources, and two staff members were trained in Section 106 of the National Historic Preservation Act; KTC is now a

member of a Section 106 working group for one of the large construction projects in the area. The Knik Tribe has succeeded in bringing its voice to the table when new development occurs, and receives cultural resource technical assistance from the Mat-Su Borough to keep the region's resources protected, intact, and well-documented. Additionally, as part of this project the Tribal Council approved a resolution in support of the tribe establishing a THPO, and the project director plans to continue pursuing this goal.

The second objective was to develop a 10-year historic preservation plan focused on environmental and cultural priorities, projects, and programs for the tribe. The project director and staff drafted a complete historic preservation plan that addresses priorities identified by the historic preservation committee, including cultural resources surveying and documentation, cultural tourism, environmental mitigation priorities, mapping, oral histories, and community outreach. The draft plan has been submitted to the Tribal Council, but had not been formally approved by the end of the project period.

The third objective was to form collaborative partnerships with tribal and natural resource agencies in the region. The project coordinator identified and contacted regional partners, and conducted site visits with eight native villages. The villages of Chickaloon and Eklutna provided input on the tribe's historic preservation plan; others were involved more informally. Through this project, KTC also developed a strong collaborative relationship with the Alaska Planning Association, and secured a place on the board of the Mat-Su Borough Historic Planning Commission as a representative of tribes in the area. Furthermore, KTC achieved formal partnerships with two large construction projects in the region: the Knik Arm Bridge

and Toll Authority (KABATA) and the Point Mackenzie Rail Extension, which provide mitigation funding to the tribe. The KABATA project, for example, purchased land for the tribe that contains a culturally-significant fish camp to replace one destroyed by construction.

OUTCOMES AND COMMUNITY IMPACT

In addition to helping prevent natural resource degradation, mitigation funds also allowed KTC staff to extend cultural resources field work, strengthen partnerships and expand funding sources, and make the tribe a viable cultural resources entity. Staff, tribal members, and elders have become more involved in preserving the tribe's natural and cultural resources, and as a result are empowered. As part of summer camps and fieldwork projects, surveying and documenting resources engaged both youth and elders. The project director reported that through personal history interviews, elders who previously felt disenfranchised from the process when development came to the area, now feel their cultural knowledge makes a difference.

Although project staff faced legal barriers to establishing a THPO, this project developed KTC's capacity to act as a cultural resource and historic preservation office. The tribe's historic preservation plan includes protocols and policies to deal with proposed construction projects, such as requiring excavation permits for any new groundwork, and KTC staff received training on cultural and natural resource fieldwork, surveying, and management strategies. Building such capacity has given KTC a voice in the region's construction projects, and there is now a process in place to provide input and recommendations for future development. Through this project, the Knik Tribe established a structure to help ensure that future generations have access to cultural and environmental resources.

MOUNT SANFORD TRIBAL CONSORTIUM



Project Title:	Healthy Families – Healthy Community Project
Award Amount:	\$459,896
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 17 elders involved
- 53 youth involved
- \$23,800 in resources leveraged
- 15 individuals trained
- 11 partnerships formed

BACKGROUND

The Mount Sanford Tribal Consortium (MSTC) is an Alaska Native Tribal Health Organization serving the federally recognized Athabascan tribes of Chistochina and Mentasta Lake. There are about 250 tribal members in the two villages, which are located 53 miles apart along the Tok Cutoff Highway in Alaska's Copper River Region. Through a joint effort, the Tribal Councils of Chistochina and Mentasta established the consortium in 1992 to advance and protect the interests of their native communities.

Prior to this project, MSTC staff estimated that 50 percent of families in Chistochina and Mentasta were single-parent homes, and reported that over the past several decades both villages have witnessed a decline in the

number of younger tribal members choosing marriage. While long-term relationships and stable families are traditional Athabascan values, it was evident to community members that many young adults lacked the relationship skills necessary to sustain healthy families, including conflict resolution and effectively communicating emotional needs.

PURPOSE AND OBJECTIVES

The purpose of this project was to promote community wellness by providing education to youth and young adults in Chistochina and Mentasta Lake on the value of healthy marriage and relationships. The first objective was for 30 youth and 20 young adults (ages 12 to 29) to receive training on healthy marriage skills and responsible parenthood through in-school, after-school, and community programs. Project staff delivered training using a culturally relevant curriculum to provide participants with skills and knowledge about healthy relationships. The project director trained seven MSTC staff members in the Native Wellness Institute's (NWI) Healthy Relationships curriculum, which was used to conduct workshops. Project staff held workshops once a week throughout the

school year at each village's school. All ages were invited to attend, but sessions were divided into groups to ensure the content was age-appropriate. There were about 40 workshops each year, with an average of 12 to 15 participants at each session. A core group of students and community members consistently attended workshops, but participation varied due to the fluctuation of family units in each village and students' involvement in extracurricular activities. MSTC also hosted seven summer camps with 12 workshops in each camp, which were very well-attended by people of all ages from both villages and around the region. Summer camps focused on traditional values, such as respect for self and others, and involved both youth and elders. Before each school year, the project director also conducted a one-day regional workshop for parents of high school students, which was very popular and covered many topics, including nutrition, setting a schedule, and how to dress appropriately. The project served nearly 500 community members, and the project director reported that 312 people (including 68 youth and 17 young adults) indicated through surveys that they made the choice to have healthy relationships based on traditional values.

The second objective was for MSTC to increase public awareness to communities within the Copper River Region about the value of healthy marriage and responsible parenthood. Project staff conducted a public awareness campaign on healthy relationships and parental involvement through a variety of media strategies. MSTC staff mailed newsletter articles out monthly, and posted healthy relationship tips on the MSTC website. Project staff also distributed brochures, posters, flyers, and activity calendars to keep participants informed and draw new people to the program. The project director noted increased participation

over the project period, as community members learned about the workshops through the public awareness campaign and word of mouth.

OUTCOMES AND COMMUNITY IMPACT

The project director reported that as a result of participation in the workshops and camps, many community members developed improved communication skills which have facilitated better personal relationships with their partners, families, and peers. The Director stated that relationship skills have been steadily improving, and people report making healthier lifestyle choices. The project has had such a positive impact that to continue the benefits to the community, the MSTC Board funded a number of tribal members to attend an annual NWI conference on healthy relationships.

Participants completed pre- and post-evaluations at each activity, but the project director reported that the biggest improvements were qualitative. Community members observed that teen pregnancy is almost non-existent, youth are more respectful, students perform better in school, and crime has diminished. In addition, domestic violence is no longer hidden because the community will not tolerate it. Community members report problems when they see them, and the Tribal Councils follow through with cases, which is a significant change from before the project.

MSTC staff, parents, teachers, and elders learned from the workshops and public awareness campaign. Elders now have more opportunities to interact with youth and young adults through the community workshops, and they have a new purpose in educating others. As a result of receiving education on healthy relationships, people are adopting healthier lifestyles and relationships, and they will no longer tolerate the social ills which previously plagued the communities.

NANWALEK IRA COUNCIL



Project Title:	Effective Leadership into the Future
Award Amount:	\$142,396
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 13 elders involved
- \$7,165 in resources leveraged
- 13 individuals trained
- 3 partnerships formed
- 1 governance code/ordinance developed

BACKGROUND

The Native Village of Nanwalek is located on the southwestern tip of the Kenai Peninsula, along the coast of the Kachemak Bay in Alaska. Nanwalek is a somewhat isolated community, accessible only by boat or plane. In recent years, the tribal administrative staff has experienced a high turnover rate, grants have not always been managed optimally, projects have been delayed on multiple occasions, and there has been insufficient continuity of operations in the event of turnover amongst administrative staff members. Additionally, many policies and procedures (P&Ps) are out of date or not enforced, and communication between the administration and council is not always consistent.

PURPOSE AND OBJECTIVES

The purpose of this two-year project was to develop a more effective and responsive Tribal Council and tribal administration to better meet the needs of the community. The first objective was to hire an administrative assistant, and, with community input, establish a long term process for monitoring and evaluating the training needs of Tribal Council and administrative staff members. Both of these activities were to be completed within the first six months of the project. Project staff successfully hired a qualified administrative assistant in the first quarter of the project. However, challenges arose in acquiring community involvement to establish a monitoring and evaluation process. In the first quarter, project staff invited all tribal members to a meeting to introduce the project and garner community involvement, but only 20 percent of community members attended. The other 80 percent were updated afterwards via the tribal newsletter. Project staff hired an outside consultant to create an assessment tool identifying areas in which the council and staff would benefit from training. Staff also formed a training committee consisting of five members, including the tribal

administrator, tribal assistant, language coordinator, and second chief. Although obtaining community input was difficult, staff learned that tribal members' central priority was better tribal management through proper use of protocol regarding governing procedures. Unfortunately, no monitoring and evaluation process was formalized during the project period due to disagreements between the administration and Tribal Council.

The second objective was to identify training programs to be completed by the seven tribal council members and the five administrative staff members. The training committee arranged trainings with the Falmouth Institute, which is a training and consulting company specializing in serving tribes. The trainings which staff selected were: Roles & Responsibilities, 'Robert's Rule of Order' On How to Conduct Meetings, How to Conduct Elections, and Administration Procedures and Management. Falmouth conducted the trainings in March and April of the first year; trainings were attended by various members of the tribal administration and council. Unfortunately, disagreements occurred between the council and the staff regarding the concepts covered in the trainings, so the two entities have been largely unable to implement changes based on what was learned.

The final objective of this project consisted of five parts: 1) Conduct a review of existing P&Ps; 2) update and/or rewrite all P&Ps that govern council and administrative staff roles and responsibilities; 3) present P&Ps to tribal council for ratification/adoption; 4) publish P&Ps; and 5) provide orientation on revised P&Ps to all Tribal Council members and administrative staff. The Tribal Council formed a P&P Committee, consisting of two

council members and three staff members. The three staff members reviewed the existing P&Ps along with several other tribal members and discussed desired changes. The administrative staff updated and revised the P&Ps governing council and administrative roles and responsibilities, and presented the revisions to the council for ratification. Unfortunately, the council rejected the proposed changes to all policies pertaining to the council, and tabled the proposed changes pertaining to the administration. Therefore, by project's end, changes to tribal P&Ps had been proposed, but the tribal administration and Tribal Council remained at an impasse regarding proposed changes. Thus, publishing of, and orientation to, the new P&Ps was not possible.

OUTCOMES AND COMMUNITY IMPACT

In spite of the challenges faced in this project, members of Nanwalek's administrative staff benefitted significantly by developing a better understanding of their own work environment regarding issues such as job functions and purposes, roles and responsibilities, and chain of command. As a result, the project director feels that the tribal administration office runs more smoothly. Additionally, cross-training led staff members to more familiarity with each other's jobs, which will promote continuity of operations in the event of turnover.

"This project raised awareness and understanding of tribal governance issues, and lets tribal members know that they have a voice in trying to change a flawed a system. This process unified members of the community."

Gwen Kvasnikoff, Project Director

NATIVE VILLAGE OF UNALAKLEET



Project Title:	Workforce Development Project – A Tribal Solution for Eldercare – A Unalakleet Partnership
Award Amount:	\$354,382
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Jan. 2012
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 1 Native American consultant hired
- 50 elders involved
- 63 youth involved
- \$871,760 in resources leveraged
- 9 individuals trained
- 14 partnerships formed

BACKGROUND

The Native Village of Unalakleet has 727 residents and serves as a transportation and services hub for other villages in southern Norton Sound, including Koyuk, Stebbins, Shaktoolik, and St. Michael. Of the area's 2,247 residents, over 94 percent are either Yup'ik or Inupiat Eskimos. The isolation of these villages presents serious challenges for the delivery of health care services to elderly residents. Advanced medical services and long-term care are unavailable in the region; elders must travel to Anchorage or Nome for these services. Each village is served by a Community Nursing Assistant (CNA) and receives two physician visits per year.

PURPOSE AND OBJECTIVES

The project's purpose was to develop a ready-to-work, trained local labor force to deliver a culturally appropriate program of elder care services for the five villages, guided by a detailed business plan and management structure to direct and fund its operation. Leading this effort was the Native Village of Unalakleet, in partnership with the other four villages and the region's tribally-owned medical center, the Norton Sound Health Corporation (NSHC).

The first objective was to complete a business plan for the development and operation of a 10-member workforce delivering home care and related services to elders and disabled residents of the region. After hiring a project manager from Unalakleet and four coordinators from each of the smaller villages, the project team began the business planning process, working together to ensure each village's needs were represented and that communication was inclusive, easy, and ongoing. The coordinators consulted with village leaders, organized village elder councils, and completed an initial

assessment of eldercare needs in the villages based on their own observations and interactions with the elders. The project team also utilized the services of a team from the University of Alaska Fairbanks, who conducted a detailed needs assessment, surveying 156 elders on their health care status and the benefits and challenges of aging in rural Alaska. From this survey, they produced a comprehensive report on the long-term care needs of elders in the region.

Meanwhile, the Unalakleet village general manager and project manager researched comparable elder care projects and attended conventions on rural health care and long-term care for elders and Alaska Natives. At the meetings, they built relationships with Alaska State Health and Human Services personnel and other health care experts, learning much about long-term care systems, personal care assistant (PCA) programs, home care operations, state regulations, tribally operated healthcare, and methods for funding healthcare workforces. The project was hit by a major challenge 18 months into the project, when the NSHC decided not to participate due to difficulties building and staffing a new hospital and developing its own assisted living care facility in Nome. This was a significant blow to the project, because the management plan being developed by the project team required that funding, licensing, and many business management issues be handled by the NSHC. To cope with this challenge and to research new working arrangements, the project team requested a four-month no-cost extension (NCE).

The second objective was to put the management and operational structure of the elder care service program in place, and to recruit and train a 10-person workforce and program director. Though the business plan needed to be redeveloped, project staff nonetheless implemented the training plan, arranging CNA training for seven

community members, giving them the skills to serve as PCAs. Along with the four well trained village coordinators and project director (who has become the Elder Services Manager), the seven PCAs comprised a workforce capable of operating a locally managed, long-term eldercare program.

OUTCOMES AND COMMUNITY IMPACT

By the end of the NCE period, staff had worked out a plan, with support from village councils, to seek state licensure for a tribally-run, local PCA agency operating through income from Medicare, Medicaid, private insurance, retirement benefits, and Alaska disability and mental health care funding. Upon learning the details of the plan and observing the commitment of state and corporate partners to sustain the program, the NSHC changed course and offered to participate. Though the desired elder services program is not yet in place and project managers are yet to decide on the appropriate management scheme, the team has created a framework for how to move forward, to provide village elders with locally-based, long-term healthcare options with a variety of available services. Services will include personal care, transportation, chore and respite services, nutrition, and home modification.

According to Unalakleet Planner Margaret Hemnes, “The project has really made people in our communities ask ‘What does successful aging look like?’ It has listened to our elders, helped us understand them, and given them a voice.” Project Director Tracy Cooper added, “The community has become heavily invested in the project. The village coordinators have become go-to resource people for our elders, delivering much-needed services, and we're not sure what we'd do without them now. Soon, our program will help elders to stay home and be near their families, and will relieve families of some of the burden in their care.

ORGANIZED VILLAGE OF KAKE



Project Title:	Kake Capacity Building for Economic Self-Sufficiency
Award Amount:	\$211,051
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Dec. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- \$12,550 in resources leveraged
- 41 individuals trained
- 12 partnerships formed

BACKGROUND

The Organized Village of Kake (OVK) is a federally recognized tribe with 390 enrolled members. Located on Kupreanof Island in the southeast Alaska panhandle, Kake is an isolated community with limited resources and a severely depressed economy. The median annual household income is \$22,600, and the unemployment rate is consistently higher than the rest of the state, reaching nearly 50 percent in recent years. Due to a lack of gainful employment opportunities, many natives of the village must relocate to earn livable wages.

PURPOSE AND OBJECTIVES

The project's purpose was to promote long-term community business development for Kake residents through the provision of business skills training to tribal members. The first objective was to establish a Kake Business Development Center, and to

conduct 18 business development training sessions for local entrepreneurs. The project director established the Kake Business Development Center (pictured above) within the first six months by utilizing an office space within the tribe's existing administration building. The center is a private office equipped with two new computers, broadband internet access, and an assortment of how-to books on small business development and entrepreneurship. Project staff arranged for a total of 13 business development trainings to take place over the course of two years. The duration of these workshops varied by topic, ranging in length from four hours to two full days. Training topics were based in part on participant feedback, and included business plan development, QuickBooks, working with budgets, basic Web design, and selling arts and crafts online. The last two topics were chosen because an internet presence is vital for businesses in this area due to its remote location. In addition to conducting group workshops, project staff also made individual training sessions available to entrepreneurs that had specific needs not being addressed by group trainings. Lastly, the project director assembled a database

containing contact information of potential funding agencies for new businesses, including relevant tribal, state, and federal entities. The database is readily accessible to all tribal members at the business center, and will continue to expand as business activities in the community grow.

The second objective was to ensure seven local entrepreneurs developed business plans to start or expand local businesses, and ensure four entrepreneurs accessed the necessary funding streams to follow through with their business plans. Through use of the business center and trainings, 15 entrepreneurs had begun drafting, and eight had completed business plans by the end of the project. Plans included a variety of enterprises: a blueberry exporter, a tree grooming service, a sawmill, and a local information technology company. By project's end, five existing small businesses had formally pursued start-up capital, and all but one of them were operational with funding mechanisms and/or revenue streams in place.

OUTCOMES AND COMMUNITY IMPACT

This project was of considerable benefit to existing and aspiring small business owners in OVK, each of whom received free training, materials, and resources. For businesses that were already operational, the workshops taught specific components of "how to run a successful business," including marketing, budgeting, and creating a formal business plan. The project director stated the most important element was learning how to write a business plan and what it encompasses, because this opened doors to funding mechanisms such as loans and start-up capital. Also significant was learning how to establish a Web presence, which was particularly important given Kake's remote location. Ultimately, all existing and aspiring entrepreneurs in the community who participated were able to

learn or build on the knowledge and skills necessary to run a sustainable business enterprise in the Kake community.

Many local high school students expressed interest in business as a result of this project. One of the project participants works at the Kake High School career center; throughout the project he worked to impart business knowledge and skills gained from the project to high school students. This generated significant student interest in entrepreneurship prior to graduation. By project's end, several students expressed interest in pursuing bachelor's degrees in business administration, and returning to the community to assist in developing a strong, sustainable local economy.

"Now that tribal community members have seen the success of this project, interest in creating and running businesses here in the community has risen. More and more people have been calling in to inquire about available services at the business center. The impact has been a change in the mentality in Kake—now people are more optimistic about the feasibility of running their own businesses."

Bob Mills, Project Director

ORGANIZED VILLAGE OF KASAAN



Project Title:	An Economic Development Project that will Create Viable and Self-Sustaining Tribally Owned Economic Enterprises
Award Amount:	\$88,651
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2010 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 1 elder involved
- 5 youth involved
- 1 individual trained
- 2 partnerships formed
- 3 businesses created

BACKGROUND

Established in 1934, the Organized Village of Kasaan (OVK) is the oldest Haida village in Alaska. One of four tribes located on Prince of Wales Island in southeast Alaska, OVK has 150 registered tribal members. Until 1996, Kasaan was inaccessible by road, requiring inhabitants to rely on floatplanes and boats for transportation to and from the village. The remote location of Kasaan has a significant impact on the community, as it directly affects the cost and availability of supplies, transportation options, and other basic goods and services. For decades, the village was a thriving community with over 200 inhabitants. However, due to the closure of the cannery

and mill in 1973, and the more recent closure of the Ketchikan Pulp facilities on the island, the tribe and community are struggling with unemployment and out-migration. Many tribal members who left the village have stated they would love to move back if jobs and housing were available.

PURPOSE AND OBJECTIVES

The purpose of this one-year project was to plan for the development of self-sustaining, tribally-owned economic enterprises that will provide needed services and employment opportunities for tribal residents in Kasaan. The objective was to complete the planning necessary to establish a local store, a small café (pictured above), and a self-sustaining expediting service to purchase and deliver groceries and other household items to the residents of Kasaan.

Early in the project period, the project director moved many cultural activities to the site of the café, including a weekly carving class, language classes, OVK's Tribal Council meetings, community meetings, and several special events, such as

an annual crab feast. Hosting these cultural and community activities turned the future café site into a hub of the community. This paved the way for a successful café as well as other events hosted at the venue.

In order to gather ideas from community residents about what sorts of products they would like to see carried in the store, project staff hosted a “focused brainstorming” session, which was open to all community members. Project staff incorporated community members’ recommendations to have the store sell groceries and household staples such as light bulbs and cleaning supplies, but also to be a venue where local artists could sell their work. The vision called for the café and store to be flagships of economic development in Kasaan. These enterprises were named Totem Trail Café and Kasaan Village Store, respectively.

In order to plan for the expediting service, the project director developed written processes and forms for ordering, purchasing, transporting, and distributing groceries and other household items. To track the finances of these activities, he also created and implemented a bookkeeping system that is used every day by the tribe’s on-site accountant, and is reviewed quarterly by a CPA. The service will be called Kasaan Expediting Service, and in addition to fulfilling individual tribal members’ orders, it will also regularly stock the café and store.

OUTCOMES AND COMMUNITY IMPACT

Project staff utilized community feedback to create detailed business plans for each of the three enterprises formed through this project, which will benefit the tribe in several ways. The Totem Trail Café, the Kasaan Village Store, and Kasaan Expediting Service are all tribally-owned enterprises which OVK has structured as limited liability corporations (LLCs). All three businesses will be operational by the

summer of 2012, and will generate revenue streams of unrestricted funds for OVK. The tribe plans to put 10 percent of these funds into a reserve account to pay for damages and incidentals, and the other 90 percent will be used at the tribe's discretion.

Prior to this project, there was no café, store, or expediting service in Kasaan, so in addition to generating new revenue streams, these businesses will provide the underserved community of Kasaan with vital goods and services to which they did not previously have access. This will make living in Kasaan more feasible for many tribal members that previously were not able to reside there. Furthermore, it is anticipated that three jobs will be created through these enterprises, including two full-time positions managing the café and store, and one part-time position operating the expediting service.

Existing local businesses, such as local lodge owners and Allen Marine Tours (a tour company that has plans to start offering tours in Kasaan), will benefit from increased revenues as Kasaan becomes a more attractive destination based upon the businesses and services planned in this project.

Local Kasaan artists, including carvers, weavers, beaders, and silk-screeners, have benefitted as well. Weekly art classes held at the café site helped hone the skills of existing artists as well as train new artists. There will be a whole section of the store designated exclusively to sell local artwork, which will generate income that was previously unavailable to artists in the community.

SITKA TRIBE OF ALASKA



Project Title:	Haa Lilngit Yoox'axtangi Kudi – Planning for Our Tlingit Language Nest and Language Survival School
Award Amount:	\$186,135
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 7 Native American consultants hired
- 15 elders involved
- 27 youth involved
- \$90,184 in resources leveraged
- 18 individuals trained
- 15 partnerships formed
- 5 language teachers trained
- 5 adults increased their ability to speak a native language

BACKGROUND

The Sitka Tribe of Alaska is a federally-recognized tribe with 4,020 members. Sitka is located in the Alexander Archipelago of southeastern Alaska, and is not connected to any other communities by road. The Sitka Native Education Program (SNEP) was formed in 1974 to educate Sitka youth from pre-school through 12th grade in song, dance, language, and other cultural practices including traditional foods and art.

Tlingit is the native language of the Sitka Tribe, and tribal members have identified language preservation and revitalization as a

top priority. From 2008 to 2009, SNEP staff surveyed 300 members on the status of the Tlingit language. Five percent considered themselves fluent; while 64 percent reported they understood or spoke less than 25 words in Tlingit. Seventy-nine percent of respondents expressed interest in learning more, and provided input on their preferred types of language learning methods and programs. Prior to this project, the Sitka community lacked opportunities for language and cultural education, and community members held diverse, and sometimes conflicting, opinions on how and where to teach language and culture.

PURPOSE AND OBJECTIVES

The purpose of this project was to continue the efforts of the language assessment by developing a long-range language revitalization plan for the Sitka Tribe. The first objective was to work with project partners to develop an annotated resource catalogue of language revitalization training tools and teaching materials available in the region. The project director solicited input from local community members and regional partners to create the catalogue, and worked with SNEP instructors and elders to pilot a curriculum development process that

identified the needs of language teachers. The final resource catalogue includes 446 sources organized by title, author, description, suggested use, availability, and clan ownership. The project team also established a language and cultural resource center to provide a space for teachers and other community members to access, use, and discuss the materials. The resource catalogue will be continuously updated, and once the current version is finalized it will be available on SNEP's website and through the Alaska Native Knowledge Network. Some local partners, such as the Sitka Sound Science Center, are already using the sources. Project staff will share the final catalogue locally to address the lack of training and experience among Sitka's teachers, before they distribute it regionally.

The second objective was to work with project partners using the language survey data to research and develop a long-range language survival and revitalization plan for the tribe, and to document the steps necessary to achieve a Tlingit language nest, survival school, or master-apprentice program. Through an inclusive process with significant community input and feedback from regional partners, the project team decided on a language survival plan that incorporates multiple strategies. The plan focuses on first developing teachers through a master-apprentice program, then producing preschool curriculum, and lastly establishing a preschool immersion program in the Sitka School District (SSD).

Initially, SNEP had difficulty convincing SSD administrators to integrate language immersion into the standard education system. During this project, however, SNEP staff worked with the school board to hire a director of cultural programming, the first full-time position created to promote Tlingit language and culture in SSD schools. As a result, SNEP has partnered with the school

district and Sitka Head Start to offer pilot preschool and kindergarten Tlingit language and culture classes for the 2011-12 school year. The project team also created a youth training component on documentary filmmaking, so students can interview fluent elders and others involved in Tlingit language teaching about their ideas for the community's long-range Tlingit language revitalization plan.

OUTCOMES AND COMMUNITY IMPACT

When work began on this project, SNEP was isolated from the growing language revitalization movement in southeastern Alaska, but has since dramatically increased contact with regional partners. The project director stated that without this project, SNEP and the Stika Tribe would continue to be isolated and would not benefit from the emergent regional discourse on preserving and strengthening native language.

The project also resulted in significant local progress, including the formation of a collective community vision and the unification of varied interests; the allocation of funding for cultural and language programs in the established school system; and finding more places for Tlingit language and cultural learning in the community, such as summer arts and culture camps. Through collaboration with the SSD and constant communication with community and tribal members, project staff helped cause a positive shift in attitudes towards Tlingit language in the schools. SNEP also gained a new direction and identity with this project, and now has a much stronger focus on language. According to Project Director Tristan Guevin, "Through this project, we are creating that space where a language program can be successful."

SITKA TRIBE OF ALASKA



Project Title:	It's Our Environment Too – Engaging Youth in Environmental Management
Award Amount:	\$396,109
Type of Grant:	Environmental
Project Period:	Sept. 2008 – Nov. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 50 elders involved
- 137 youth involved
- \$52,673 in resources leveraged
- 4 individuals trained
- 29 partnerships formed

BACKGROUND

The city of Sitka, with a population of 8,800 people, is located on Baranof Island in southeastern Alaska. The Sitka Tribe has over 4,000 members, of whom roughly 2,000 live in the Sitka area.

In 2007, tribal educational planners studied the extent to which Sitka Tribe children were pursuing education or careers in environmental science and management. They learned that of the 33 higher education scholarship recipients supported by the Sitka Tribe, not one was enrolled in an environmental management or natural science-related program. Of the 201 scholarship recipients supported by Sitka's village corporation, only four were enrolled in an environmental, biological, or natural resource related field.

PURPOSE AND OBJECTIVES

The project's purpose was to encourage tribal youth to pursue environmental and natural resource management careers, providing them with opportunities to learn about environmental sciences through hands-on activities working with tribal, corporate, local, state and federal resource managers.

The first objective was to work with tribal elders, tribal environmental stewards, and the Sitka Boys and Girls Club to develop an annual activities plan of culturally responsive environmental programming and with resource managers to provide education and training for tribal youth in environmental and natural sciences. Project staff commenced this activity by working with five community elders to conceptualize an activities plan and events calendar, and then worked with Boys and Girls Club youth to decide the overall direction, pace, timing, and focus of the activities. Over the next two years, project staff assembled a 12-month culturally relevant curriculum and final activities manual with lesson plans, most of which were borrowed from already existing Sealaska Heritage Institute and Alaska Raptor Center curricula. Existing curricula were modified to fit the needs and learning

goals of the project, organized based on the life cycles and natural phenomena of the four seasons, and divided into two age-appropriate sections, for youth seven to 10 years of age and youth from 11 to 18.

During the two-year project period and one-year no-cost extension period, project staff worked with natural resource management professionals to provide instruction, training, and hands-on activities for tribal youth.

Examples of activities included: 1) working with the Alaska Marine Safety Association to carry out four “Outstanding Explorers” classes, on building fires and making signals, knowing wild edibles, and berry picking; 2) visiting the Molly Alghren Aquarium on five dates (with 35 children) to explore tide pools, do beach walks, and learn about aquarium operations, fish life cycles, and marine species identification; 3) visiting the Sheldon Jackson Hatchery (with nine youth) to study salmon life cycles, identify salmon species, and learn about hatchery operations and management; 4) Working with the Sitka National Historical Park (SNHP) to participate in the National Park Service’s Junior Ranger Program and participate in invasive species eradication, a slug walk, and a park and river clean-up effort. Other agencies organizing or taking part in activities for project youth were the Alaska Department of Fish and Game, the Sitka Tribe Cultural Committee, and the Sitka Tribe Natural Resources Department.

The second objective was to adopt three outdoor classroom sites in the SNHP, conduct an annual clean-up of the Sitka Native Indian Village, and involve Sitka Tribe youth in an outreach campaign on environmental protection in the community. To identify the sites and facilitate their adoption as outdoor classrooms, project staff held a series of planning meetings with U.S. Park Service staff, the Boys and Girls Club Steering Committee, and the Tribal Council.

By the end of the project, staff and project partners had agreed on the three outdoor classrooms, publicly adopting a river, an estuary/beach, and a forest classroom at the SNHP, and conducting seasonal outdoor classes with project partners and Boys and Girls Club staff. During each year of the project, staff, tribal youth, and partners conducted a clean-up of the Sitka Native Indian Village, and with the assistance of project partners and two local radio stations, youth developed and aired public service announcements and radio stories on environmental protection, resource management, the adoption of the outdoor classrooms, and the Indian Village clean-up.

OUTCOMES AND COMMUNITY IMPACT

Overall, the project team organized 62 field trips and 22 outdoor classroom experiences, enabling 137 youth to study various topics in a wide range of environments and to consider what it would be like to work in jobs related to the environment and resource management. Project staff stated that youth enhanced their understanding of the environment through participation in these activities, community clean-ups, recycling efforts, and radio outreach programming. Through this participation, they have begun making voluntary day to day choices to conserve resources and protect the environment.

The project team and staff from various tribal departments intend to provide greater educational counseling outreach to tribal youth and more information on careers in environmental management. Through enhanced relationships with partners made during the project, staff hopes to continue the project’s momentum, using outdoor classrooms, community cleanups, and other activities to preserve the local environment and encourage tribal youth to pursue natural resource management careers beneficial to both the tribe and to the youth themselves.

SPRUCE ISLAND DEVELOPMENT CORPORATION


Project Title:	Ouzinkie Tourism Development Project
Award Amount:	\$564,713
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 full-time equivalent jobs created
- 2 Native American consultants hired
- 1 elder involved
- \$1,030 in revenue generated
- \$29,057 in resources leveraged
- 47 individuals trained
- 48 partnerships formed

BACKGROUND

The Native Village of Ouzinkie is a coastal maritime community located on Spruce Island, within the Kodiak Archipelago of Alaska. State revenue data indicate 80 percent of Ouzinkie families earn less than minimum wage, with average earnings at \$12,426. Due to high unemployment and seasonal income, only 34.7 percent of the community is employed year-round.

The Spruce Island Development Corporation (SIDCO) is a nonprofit organization formed in 2004 by the City of Ouzinkie, the Native Village of Ouzinkie, and the Ouzinkie Native Corporation to foster long-term sustainable economic development for the community. Through a previous ANA-

funded community planning project, SIDCO identified tourism as an important way to promote economic development in the village.

PURPOSE AND OBJECTIVES

The purpose of this project was to strengthen Ouzinkie's economy by developing the local infrastructure necessary to support tourism. The first objective was to establish a tourism program called Island Heritage Tours (IHT), which would provide day tours from nearby Kodiak. SIDCO envisioned Ouzinkie becoming an attractive, affordable tourist day-trip location, initially targeting the Alaskan tourist market and eventually servicing an international market. Staff created brochures, business cards, and a walking tour map of the island. To garner feedback about the tour, project staff selected 10 professionals from the tourism and economic development industries for a "test tour." Upon completion of the tour, staff distributed surveys soliciting feedback on its strengths and weaknesses.

Despite their best efforts, project staff noted significant challenges in getting IHT operational, most notably the absence of commercial infrastructure on the island.

Additionally, there was a steep learning curve for most staff members, who were not familiar with tourism industry issues, including promotional considerations, legal and liability concerns, and logistics. For example, project staff had planned to put service contracts in place for boat charter operators, tour guides, and caterers. However, vendors were reluctant to sign fixed price contracts because fuel costs were volatile and vendors lacked sufficient liability protection and insurance.

The next objective was to engage the Ouzinkie community in creating an appealing venue for tours. Project staff conducted annual community workshops and open forums, and prepared a community improvement inventory to address infrastructure issues as well as tourism and recreation related concerns. The project director stated roughly 30 to 40 percent of community members participated in this process. Based on the results of the community improvement inventory, project staff ordered and installed bike racks, portable lavatories for hikers, and wood planks for the boardwalk, which had been in a state of disrepair. Additionally, project staff organized a community clean-up involving over 50 volunteers to make Ouzinkie a cleaner, more attractive destination, as well as to promote community involvement in the project.

The final objective was to mentor five existing Ouzinkie businesses and facilitate the establishment of eight new ones by providing training for small business owners and aspiring entrepreneurs. Project staff were successful in providing 16 trainings and personalized guidance on small business development to over 40 aspiring entrepreneurs and three existing micro-business owners, proprietors of a jewelry business, a tour operator service, and a small bed and breakfast. However, challenges

presented by the poor economy and the complexity of starting a new enterprise caused reluctance among aspiring entrepreneurs, therefore no new businesses were established.

OUTCOMES AND COMMUNITY IMPACT

By the end of the project, a total of three walking tours were given by IHT, resulting in \$1,030 of project-generated income. Though earnings were modest and no new businesses were started, the project nonetheless achieved some noteworthy outcomes for the community. Aspiring small business owners gained a better understanding of the legal and financial considerations of starting and running a business. Three existing business owners learned new ways to expand their businesses and run them more efficiently. Through on-the-job training in the tourism industry, project staff developed their professional skill sets and can now share ideas and expertise with the community on how to promote sustainable development and tourism in Ouzinkie. Finally, community members gained a voice in the economic direction of the community through workshops and open forums, giving them a chance to register their priorities, desires, and concerns.

“People are thinking about entrepreneurship more-a seed has been planted and will continue to grow. We anticipate that the island economy will be stimulated in the future by the activities conducted during this project.”

Sharon Anderson, Project Director

AMERICAN SAMOA GOVERNMENT DEPARTMENT OF PARKS AND RECREATION



Project Title:	Amanave mo Taeao – Amanave for Tomorrow
Award Amount:	\$35,802
Type of Grant:	SEDS - Urgent Award
Project Period:	Jul. 2010 – Mar. 2011
Grantee Type:	Government Agency

PROJECT SNAPSHOT

- 20 elders involved
- 20 youth involved
- \$6,600 in resources leveraged
- 6 partnerships formed
- 3 people trained

BACKGROUND

American Samoa, comprised of seven islands in the South Pacific Ocean 2,300 miles southwest of Hawaii, is the size of Washington, DC, and has 65,000 people in 71 villages. Tutuila, at 56 square miles, is the largest island, and is made up of steep volcanic mountains surrounded by coral reefs. Tutuila has 74 percent of American Samoa's land area and 97 percent of its population.

On September 29, 2009, an 8.1 magnitude undersea earthquake southwest of American Samoa produced a series of tsunamis that caused over 150 deaths in American Samoa and the nations of Samoa and Tonga. Thirty-one of these deaths occurred in American Samoa. Despite losing all but two homes in the village to the tsunami, Amanave, a village on the southwestern tip of Tutuila, experienced no loss of life. Morale in Amanave, however, was low, as almost

everything there was destroyed. In addition to the structures wiped out by the tsunami, the village park at Amanave Beach was also destroyed, rendering a valuable community gathering place useless for recreation and community social activities.

PURPOSE AND OBJECTIVES

The purpose and sole objective of the “Amanave mo Taeao” project, devised by staff members from the American Samoa Government's Department of Parks and Recreation with input from Amanave village leaders, was to restore Amanave Beach Park for the 300 people living in the village. This would provide a place to draw the community together, where families could support one another in overcoming the trauma and fear caused by the tsunami.

To accomplish this, project staff, a local contractor, and community members worked together to re-create, and improve upon, the pre-tsunami version of the park. First, the project coordinator ordered a pre-made play structure, a play pirate ship with a twisting slide, textured incline, sandbox, portholes, and pirate's flag, from a vendor in Michigan, and had it shipped to American Samoa. While the ready-made structure was en route, local youth groups and community members, including the local community

police, worked with project staff to clean up the beach, carry sand to the park in buckets, and prepare the park grounds. Local women also assisted with the landscaping, planting coastal shrubs around the park grounds. When the kit arrived, the project coordinator hired a carpenter, oriented him to the project, and provided him with instructions on where to place the structure. Two days later, he had assembled the entire play structure. Next, staff from the Department of Parks and Recreation purchased and installed picnic tables and trash cans.

During the project period, over 300 Amanave villagers participated in the revival of the park, either cleaning up, planting, bringing sand, supervising, participating in youth programs, playing on the basketball or volleyball court, using picnic shelters, or keeping watch over the park. According to Leilani Ripley, the project coordinator, “This process really helped bring people together, and it was heartwarming when it was finally finished.”

OUTCOMES AND COMMUNITY IMPACT

On April 4, 2011, the people of Amanave celebrated the opening of their new playground, along with the Governor of American Samoa, the High Chief of Amanave, and various public officials. According to Ms. Ripley, “As the playground was unveiled, parents, village elders, community members, and the assembled leaders watched as village children ran to the pirate ship, jumped on, and began to play. Everyone watched and celebrated; there was a very strong spirit of gratitude.”

Through 30 surveys conducted with local youth groups, discussion with Amanave villagers and leaders, and simple observation of how the park was being used, project staff concluded that the project has had a very significant impact on the village, facilitating social cohesion in Amanave, making people

feel more embedded in the community, and making life feel normal again. The park is viewed as a safe, healthy gathering place for youth after school, a place where families and children can go to relax, have fun, or have a picnic. The project coordinator observed, “Many people enjoy the park while waiting for the bus, and the businesses adjacent to it are also benefiting. When women come to use the laundromat or visit the convenience store, for example, they drop off their kids, with an older child to supervise, and go inside to run their errands. The whole community uses the park, and quite a few people from other villages come here, too.”

“The park is good for my business and good for the village, too. In the evening after school, it gets really crowded with kids. Even the older kids, including high school and college kids, hang out there.”
Susan Taifane, Convenience Store Owner

CATHOLIC SOCIAL SERVICES



Project Title:	Recovery and Empowerment Project
Award Amount:	\$72,454
Type of Grant:	SEDS - Urgent Award
Project Period:	Jul. 2010 – Mar. 2011
Grantee Type:	Nonprofit

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 4 Native consultants hired
- \$17,500 in resources leveraged
- 45 individuals trained
- 5 partnerships formed

BACKGROUND

The American Samoa tsunami of September 2009 took 32 lives and wiped out several villages, destroying homes, roads, churches, and schools. Additionally, many businesses were destroyed, harming the livelihood of community members. That same month, one of the island's two tuna canneries closed, resulting in 2,000 jobs lost.

In American Samoa, Catholic Social Services (CSS), a 501(c)(3) nonprofit agency, provides social services and community-based education programs for in-need and at-risk populations. After the tsunami, CSS worked with Catholic Charities USA's disaster response team to provide immediate relief and support services to tsunami victims. To promote long-term recovery and address economic issues affecting low income and unemployed islanders affected by the

tsunami and the poor economy, CSS staff members developed this project.

PURPOSE AND OBJECTIVES

The purpose of the project was to empower community members, particularly tsunami victims, with traditional skills needed to achieve economic self-sufficiency. Through this undertaking, CSS staff hoped to improve the health and well-being of affected islanders and provide a source of income for their families. The project's objective was to provide traditional skills training in farming and handicraft making to low income community members affected by the tsunami and cannery closing. The desired outcome was to train and build the capacity of 100 community members, enabling 40 of these individuals to increase their household income by 30 percent.

Project staff commenced activities by identifying individuals and organizations to provide the handicrafts, farming, and home business management training. The American Samoa Community College (ASCC) Natural Resources Center provided an agricultural trainer. Two local handicraft experts were selected as handicraft trainers, and the project coordinator served as the home business management trainer.

Next, the project coordinator reached out to the community, publicizing the project through a television news interview, radio talk show interviews, and a newspaper article. Five days after the outreach campaign began, he hosted a community forum, along with the project's agricultural and handicrafts trainers, at the public pavilion in Fagatogo, one of American Samoa's main business districts. At the forum, they gave community members an overview of the training to be made available. Thirty attendees registered for the project, and 15 others joined the project over the next month. Thus, at the beginning of the project, 45 community members, including 23 women taking part in traditional crafts workshops and 22 men in agricultural workshops, were ready for training.

To assist participants in safely and reliably getting to the workshops, the project team utilized an innovative transportation plan, hiring two local buses starting at opposite points on the island, picking up participants each day, and dropping them off at the CSS training site, located on the property of the Archdiocese of American Samoa. Men's agricultural workshops were held at a large garden plot there, while women's crafts workshops were held at the Hope House, the Archdiocese's residential elder care facility.

Handicrafts trainers facilitated women's traditional craft workshops twice a week, on Monday and Tuesday mornings. There, the women learned traditional weaving and other skills, including how to make baskets, hats, and other handicrafts. Over 11 weeks, 22 workshops were held. The workshops began with 23 women, 13 of whom completed all 11 weeks of training. Men's agriculture workshops were held with the ASCC trainer each week on Wednesday, Thursday, and Friday mornings, three times per week for the same 11 weeks. During this period, using the CSS garden plot,

participants learned the science involved in planting, gardening, and environment; how to prepare a land plot, plant crops, use pest and disease control; and to utilize various hands-on traditional and contemporary farming techniques. The workshops began with 22 men, and 13 completed all of the training. Most of the men who left the workshops did so because they had found work. For both the agriculture and handicraft groups, the project coordinator provided home micro-business management training, enabling participants to learn how to market and sell their products.

OUTCOMES AND COMMUNITY IMPACT

Though project staff was unable to recruit the anticipated number of participants during the project period and unable to measure the increase in their household incomes, the project resulted in many positive outcomes for community members involved. Women in the handicrafts workshops gained valuable crafts making skills, and according to Project Coordinator Tony Langkilde, "They are able to make really beautiful baskets and other crafts. They know which materials to use, and which trees to get the materials from." He added, "They are using their new business skills as well; they've formed a women's craft making network, and they use the network to obtain raw materials. Also, some are selling their goods together at the community market in Fagatogo."

The men who participated in the agricultural training have benefited as well, gaining useful farming skills, acquiring tools and seeds, and developing a mentality of becoming self-sufficient. "Some of the men are using their own land to grow crops rather than leasing it out to others," Mr. Langkilde stated, "and some are using what they grow to supplement their families' diets, and in some cases, we have seen them selling vegetables at stands in their villages."

INTERSECTIONS, INC.


Project Title:	Le Nuanua Connections
Award Amount:	\$972,764
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Dec. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 7 full-time equivalent jobs created
- 4 Native Samoan consultants hired
- 15 elders involved
- 92 youth involved
- \$65,298 in resources leveraged
- 132 individuals trained
- 22 partnerships formed

BACKGROUND

Intersections, Inc. is a nonprofit faith-based organization founded in 2002. Its mission is to make a lasting positive difference in the lives of families, empowering them to break the cycle of poverty and improve the social, physical, and spiritual aspects of their lives. Since its start, Intersections has maintained programs in performing arts, counseling, education, job training, and computer learning, to address community needs, generate social and economic opportunities, and promote sustainable job creation.

From 2004 to 2007, Intersections implemented an ANA-funded “Crossroads Theatre for Youth” (CTY) project, using community theater to raise public awareness on social issues faced by American Samoan

youth, including substance abuse, child abuse, teen pregnancy, and suicide. During the project, the CTY performed plays for over 14,000 people, illuminating how certain aspects of Samoan culture give rise to a “culture of silence” among young people, leading to many of the social problems noted above.

PURPOSE AND OBJECTIVES

The project’s purpose was to strengthen the social and cultural fabric of the community, developing a media project, “Le Nuanua Connections” (LNC), to improve the job and leadership skills of 50 native youth between the ages 12 and 23, integrating the wisdom of elders to sustain cultural values and protocols among youth and families. The project plan called for the production of six films by Samoan youth to educate 6,400 youth and family members in the Western District’s 15 villages on how Samoan and western perspectives shape the attitudes of youth towards their culture and influence their daily lives.

The first objective was to develop the media project, hire and train media specialists, develop a job and media skills training curriculum for youth, and work with local partners to develop an internship program for youth. After purchasing professional

equipment and hiring the project team, six staff members, including three media specialists, took part in 640 hours of training with a local media company, gaining skills in interviewing, story development, and presentation. After a disagreement with the company on the pace, methods, and tone of the training, Intersections ended the partnership and focused on other types of training, working with a local nonprofit to receive leadership development training and with an elder cultural expert to receive training on Samoan cultural protocols. Later, the team found a new media training partner, Olelo TV, a community television station in Hawaii, which provided airfare, lodging, and 10 days of free hands-on training in video development and production, camera backdrop and operation, audio and light for video, content development, and other skills. Utilizing this training, project staff crafted a youth job and media skills curriculum for use in project years two and three.

The second objective, in years two and three, was to mentor and train 50 youth, produce six new films (three per year) developed by youth trainees; and present the films to 6,400 youth and family members. The project plan called for the involvement of elder mentors and for the placement of youth trainees in local internships. Each year, staff recruited youth and elder participants and worked with partners and elders to mentor and train youth, holding workshops, culture camps, and activities on cultural and youth issues, cultural protocols, leadership, financial literacy, job skills, and film work, food preparation, identity building, and service activities. Some service activities assisted families affected by the September 2009 tsunami that struck American Samoa.

Training in film work allowed youth to take part in the entire documentary production process, including brainstorming ideas for short films, researching and scriptwriting,

creating story boards, recruiting actors, selecting film sites, directing films, editing film, doing post-production work, and completing short video pieces.

After demonstrating the capacity to make short video pieces, some youth developed longer feature films. In year two, youth developed feature films on traditional Samoan dance and social identity, child abuse, and the role of village police in the community. These films were shown to community members and presented on local television. In year three, youth developed feature films on teen pregnancy, domestic violence and suicide, and peer pressure. In both years, youth feature film makers were honored in well-promoted “Tautua Award” ceremonies, in which the best film each year, as chosen by the community, was honored. Short films were similarly honored in “Premiere Events” bringing together family and community members for viewing. Near the end of year three, 10 youth filmmakers were chosen for Intersections media internships.

OUTCOMES AND COMMUNITY IMPACT

According to project staff, the 92 youth involved in the project, normally expected to quietly adhere to family and village rules, used the opportunities afforded by the project to express their voice, listen to others’ voices, increase their understanding of Samoan culture, build self-esteem, and enhance their social identity. Whether conducting an interview, working with elders, collecting food for tsunami victims, or making a film, participants learned about commitment and responsibility, serving their community, and expressing themselves responsibly. They served in leadership roles, reflected on wide-ranging social issues, and learned valuable life and work skills. Many youth involved in the project improved their grades, are going to college, or work as community volunteers.

INTERSECTIONS, INC.



Project Title:	Nuanua Recovery Project
Award Amount:	\$106,750
Type of Grant:	SEDS - Urgent Award
Project Period:	Jul. 2010 – Mar. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 6 full-time equivalent jobs created
- 20 elders involved
- 165 youth involved
- \$23,226 in resources leveraged
- 27 individuals trained
- 6 partnerships formed

BACKGROUND

Intersections, Inc. was one year into a three-year ANA-funded “Le Nuanua Connections” youth development and media project when the September 2009 tsunami struck American Samoa. At this point in the project, Intersections had already made strong community partnerships and provided significant leadership and media training for island youth. Full of youthful energy and technical assets, Intersections was well-equipped to assist island communities in recovering from the disaster.

PURPOSE AND OBJECTIVES

The purpose of the project was to facilitate the mental and emotional recovery of tsunami-affected community members, promote stability in the lives of disaster-affected youth, and provide the opportunity for youth to contribute to recovery efforts.

The first objective was to assist 100 youth tsunami survivors in expressing themselves and overcoming fear of natural disasters, by utilizing community youth recovery groups and elders to provide disaster support and facilitate sharing, communication, and active listening in four villages. Project staff began work on this objective by identifying 10 junior leaders, most of whom had previously participated in Intersections’ youth film and theater programs, to lead the project. Next, they partnered with Calvary Chapel of Samoa, receiving donated tsunami relief supplies from this organization. After inventorying supplies, orienting staff and junior leaders on the goals, objectives, and activities of this project, brainstorming ideas for documenting the process and outcomes of the project, and training the youth in active listening, leading recovery support groups, and surveying community needs, the team began conducting outreach in Afao, Poloa, Afano, and Leone villages.

Next, youth leaders worked with project staff and village leaders to find community elders with whom to partner, identified supplies needed in the villages, and determined the locations and schedule for the four recovery group meetings. Following this assessment, project staff and youth leaders distributed canned goods and

supplies to 120 households in the two villages most in need, and held youth recovery group meetings in all four villages, with a total of 20 elders and 155 youth participating. In these meetings, staff and youth leaders provided village youth with various avenues, including games, artistic expression, and discussion, to assist them in communicating and managing their feelings, grief, and trauma. Following each meeting, youth leaders and staff members conducted “video surveys,” allowing many participants to share their stories and to create positive messages to share with the community.

The second objective was to conduct three community forums to develop a disaster recovery plan for local organizations and the community, and to work with communities to create community recovery gardens. Staff began by identifying village coordinators from Leone, Poloa, and Afao, working with them to create forum protocols. Next, project youth, staff, and the coordinators made plans to create recovery gardens. Though a misunderstanding on land use issues resulted in the Leone portion of the project being cancelled, project youth, staff, and community leaders in Poloa and Afao hosted recovery forums and worked together to create two recovery gardens.

In addition to the two village forums, the project team held two additional forums, a youth forum and a family forum. In total, 100 people attended the four forums, discussing how the communities should prepare, respond, rebuild, and recover if another tsunami struck, and devising a 10-point recovery plan stressing education and preparation, transportation and early warning systems, utilizing local structures, and drawing upon the Fa’a Samoa (Samoan way of living) as a source of strength.

The third objective was to design, record, and produce a DVD documenting the stories of tsunami survivors. While working on the

first two objectives, project youth interviewed 20 community members and recorded their recollections of the tsunami and its aftermath. Of the 20 detailed interviews, excerpts from 12 were included in an emotionally powerful DVD titled, “American Samoa Tsunami: Storytelling for Healing.” The DVD, which included positive messages from an additional 25 community members, was shown at two large screenings, and 1,000 copies were distributed to islanders.

OUTCOMES AND COMMUNITY IMPACT

According to staff members, large groups of community members attending screenings of the “Storytelling for Healing” DVD were outwardly profoundly affected by the film. “Because the film focused on the experiences of regular people,” stated Project Director Gloria Mane-I’aulualo, “community members who watched it felt it told their story. It reminded them of what they’d been through, made them reflect on how we were all in this together, and how we could start becoming well again.” The youth recovery groups, recovery gardens, and forums also provided avenues for youth and community members to spend time with one another, reflect on their experiences, work through personal issues, manage grief and trauma, and feel greater stability in their lives. Ms. Mane-I’aulualo added, “The gardens and other activities helped set the foundation for their togetherness, then they could establish their own ways of working together.”

Project Coordinator Ema Tupuola discussed other benefits of the project: “I think the forums were very empowering, because they gave people the chance to share ideas on how we can be ready next time. Also, for the youth and staff that participated in the project, we had the chance to help others, learn what it takes to help others, and develop a sense of humility.”

NATIVE AMERICAN SAMOA ADVISORY COUNCIL



Project Title:	Back to the Land
Award Amount:	\$55,595
Type of Grant:	SEDS - Urgent Award
Project Period:	Jul. 2010 – Mar. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 3 Native Samoan consultants hired
- 57 elders involved
- 189 youth involved
- \$4,795 in resources leveraged
- 95 individuals trained
- 5 partnerships formed

BACKGROUND

The Native American Samoan Advisory Council (NASAC) is a 501(c)(3) organization founded in 1993 to promote the general welfare and education of American Samoans, preserve and protect the cultural values of American Samoa, and promote better understanding between American Samoans and fellow citizens of the U.S. Since 1996, NASAC has implemented projects addressing community needs in cultural preservation, public health, and business development.

In response to the September 2009 tsunami that struck American Samoa, NASAC partnered with a disaster relief coalition of U.S.-based American Samoan nonprofits, businesses, and individuals, receiving cargo containers of food, clothing, and medical

supplies, to distribute the supplies to the affected communities.

One of the places most severely hit by the tsunami was Tula, a small, remote, low-lying village of 30 extended families on the eastern end of Tutuila Island. The tsunami completely destroyed 15 homes, damaged many others, and left people feeling fearful, given the frequent aftershocks, that another tsunami was imminent. In response, with permission and land granted from the village ali'i (highest chief), Tula's pastor mobilized villagers, including many youth, to cut a path up the mountain slope and to build a temporary refuge, with several small shelters, for the village. Recovering from the tsunami was otherwise slow; in the 14 months following the disaster, only three homes had been rebuilt. While distributing relief supplies in Tula and witnessing the recovery work done by villagers, NASAC staff discussed partnering on further recovery efforts with Tula's leaders. In these discussions, they expressed the need to expand planting done at the refuge, to establish fruit and vegetable gardens there.

PURPOSE AND OBJECTIVES

The purpose of the project, in line with the community's expressed desire to establish the gardens, was to enhance Tula's food

security, nutrition, and self-sufficiency as part of the village's recovery efforts. The project's objective was to implement a farming project using traditional Samoan farming methods, training 30 families in growing fruit and vegetables.

Before the project began, it was beset with many obstacles. Project staff received late notification of the project, nearly nine months after the initial planning sessions in Tula (and not until the end of the first month of the project's first quarter). This caused a late start to the project and necessitated new planning meetings to reacquaint villagers with the project and reconfirm their commitment. The project team also encountered another challenge; the initially planned site for the gardens became inaccessible due to erosion of the mountain along the road to the refuge site. Finding new land to replace the site was difficult, due to the complicated land tenure system in American Samoa, in which 90 percent of land is communally owned by aiga (extended families). To address this challenge, six village matai (aiga heads, or chiefs) offered parcels of land within the village for the project, and before long, 15 families and village youth were working, along with trainers hired for the project, on various plots of land.

Despite the difficulties, NASAC staff and the Tula village coordinator (the village pastor) worked with staff from the American Samoa Community College (ASCC) Farm Services Extension Office, a local botanist/businessman, and a traditional farmer hired for the project, to provide training in fruit tree planting and vegetable gardening to 95 villagers, including hands-on training with families and youth. These trainers provided not only instruction, but vegetable seeds, traditional staple seedlings, and 90 seedling fruit trees. During the project, star fruit, mangoes, bananas, pineapples, various yam varieties, mandarin

oranges, avocados, malabar chestnuts, mountain apples, cabbage, cucumbers, eggplants, tomatoes, peas, and many fruits and vegetables were planted.

As the project progressed, continuing disputes over land rights and boundaries hindered some families from participating and forced others to transplant their gardens to smaller locations at homes in the village. The village pastor's garden served as a holding area while people figured out where to replant, and most of the small plots were managed by youth from the participating families.

OUTCOMES AND COMMUNITY IMPACT

As the project came to an end, 15 extended village families, including many youth, had learned much about how to grow local, traditional, sustainable crops; to practice appropriate soil conservation techniques; and to perpetuate time-honored Samoan agricultural practices, setting the stage for the restoration of a healthy, stable, culturally-based food system for Tula. Such a system would enable villagers to consume locally grown fruit and vegetables rather than costly imported crops, and would serve as a model for other villages.

On January 23, 2011, Hurricane Wilma roared through American Samoa, destroying most of the gardens in Tula. Fortunately, some of the vegetables had already been harvested and shared amongst the villagers prior to the hurricane, motivating many villagers not to give up on the gardens. Despite land tenure issues, natural disasters, a general weariness amongst villagers dealing with disaster recovery, project staff, partners, and the people of Tula demonstrated continued resilience, and are confident that they will continue and expand their gardens in the future.

PACIFIC ISLANDS CENTER FOR EDUCATIONAL DEVELOPMENT



Project Title:	Youth Serving Samoa
Award Amount:	\$42,004
Type of Grant:	SEDS - Urgent Award
Project Period:	Jul. 2010 – Mar. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 7 elders involved
- 73 youth involved
- \$9,624 in resources leveraged
- 75 individuals trained
- 9 partnerships formed

BACKGROUND

Founded in 2001, the Pacific Islands Center for Educational Development (PICED) is a 501(c)(3) nonprofit organization located in the U.S. territory of American Samoa. Offering a wide range of services for youth, PICED encourages youth development in academic, personal, and social realms.

Following the devastating tsunami of September 2009, PICED staff designed a project to assist villages deluged by the tsunami, educate the island community in disaster preparedness, and provide youth with an opportunity to serve affected communities. Staff selected six villages for assistance based on the scope of devastation in each village, the feasibility of carrying out project tasks during the project period, and the extent to which the village was overlooked in initial disaster relief efforts.

The villages selected were Faga'itua, Tula, Alofau, Asili, Poloa, and Amanave.

PURPOSE AND OBJECTIVES

The project's purpose was to help restore the six villages, prepare citizens and youth to respond to future natural disasters, and build leadership skills in Samoan youth. The first objective was to train 55 village youth to conduct a beautification project in each of the six villages. To begin, PICED staff conducted an outreach campaign at American Samoa's seven high schools, recruiting youth for the project's nine leadership positions (six village cleanup leaders and three disaster preparedness campaign leaders). Staff received 245 applications, interviewed 122 youth, and selected nine as project leaders.

The selected youth, guided by PICED staff, met with district and county leaders, and village pulenu'u (mayors) to conduct assessments, listen to needs expressed by village leaders, discuss project goals and objectives, and sign memoranda of understanding. Next, they participated in three weeks of leadership training, including goal setting, leadership basics, project management, team building, and Samoan culture, ethics, and language. Through collaboration between PICED, the village mayors, and the American Samoa

Department of Education, 66 additional youth, including 56 taking part in village cleanups and 10 working on the public awareness campaign, were brought into the project. These youth, along with seven youth leaders, took part in safety and disaster preparedness training hosted by the American Samoa Department of Health and the U.S. Department of Homeland Security.

Next, the youth went to the six villages to conduct the clean-ups. In each village, they scoured beaches, shorelines, and ditches for trash, removing 7,810 pounds of garbage and debris, and collecting over 1,000 pounds of scrap metal. Furthermore, they painted curbs, bus stops, and tire planters, installed signs, weeded and cleared overgrown areas, and planted coastal shrubs, including 250 plants in the village of Tula.

The second objective was to design and launch an island-wide youth-to-youth disaster preparedness media and outreach campaign, preparing at least 100 youth to respond to natural disasters. To accomplish this, three youth leaders researched the types of disasters most prevalent in American Samoa—tsunamis, earthquakes, floods, and hurricanes—and studied the preparedness measures used with each kind of disaster. Then, they created the campaign, themed “Code Alert: Aware Today, Prepared Tomorrow,” developing content to educate community members on the characteristics of each disaster and on how to prepare for each. Next, they created a strategic plan for conducting the campaign. Media and activities to spread the message included flyers, banners, brochures, t-shirts, radio and newspaper ads, and outreach presentations at local elementary schools.

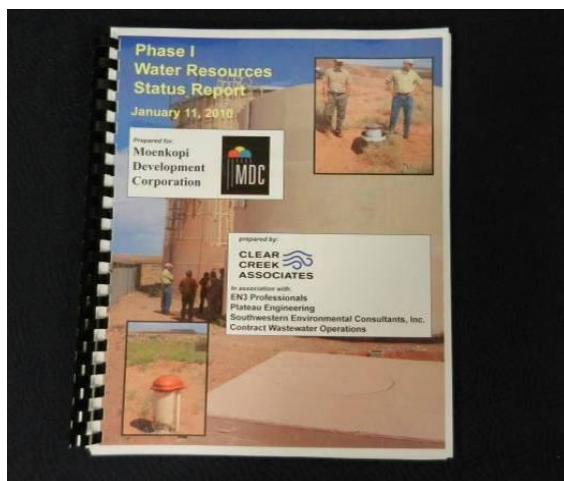
To implement the plan, 17 project youth, including the seven project leaders, gave tightly-scripted, highly interactive disaster preparedness presentations at 10 local elementary schools, reaching 1,293 children.

The youth also created five different flyers, posting 600 copies in public locations across the island, and seven banners were also posted and hung around the island. They produced three newspaper ads, which were published 31 times in the *Samoa News*, the island’s main newspaper. Additionally, the youth created four one-minute radio public service announcements (PSAs), which received 1,149 plays on three radio stations in three months, and two video PSAs, which aired frequently on local TV over one month.

OUTCOMES AND COMMUNITY IMPACT

According to Piced staff, the project’s outreach and village clean-up campaigns reached community members of all ages throughout American Samoa. Of 600 community members surveyed about the media campaign, 54 percent said they had heard of the campaign, and 47 percent felt it improved their capacity to deal with disasters. Of the 629 elementary school students surveyed after the disaster preparedness presentations in their schools, 96 percent felt better prepared to cope with natural disasters. In the six villages where youth implemented clean-ups, village pulenu’u expressed gratitude to the youth and stated that the clean-up efforts helped boost community morale in their villages.

While working with the pulenu’u, project youth indicated that they learned a great deal about Samoan culture and political structures. The project also enabled them to learn about the value of community service, team work, and work ethic, and to gain important life and leadership skills. Piced staff member Jessie Weber averred, “The kids felt that their service was truly valuable to the community, that the experience was a positive investment of their time. They learned a lot about the villages and learned that to be a leader, you must first serve, even if it means getting your hands dirty.”

MOENKOPI DEVELOPERS CORPORATION, INC.


Project Title:	Water Resource Planning Undertaken to Facilitate Residential and Private-Sector Economic Development
Award Amount:	\$383,500
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Mar. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 70 elders involved
- 200 youth involved
- \$1,502,430 in resources leveraged
- 1 individual trained
- 12 partnerships formed

BACKGROUND

The Hopi Reservation is located in northeastern Arizona and is divided into 12 politically autonomous villages that comprise the Hopi Tribe. Within the Hopi Upper Village of Moenkopi (UVM), 54 percent of the population lives in poverty, and the average median income is \$18,621. Water scarcity and outdated water delivery technologies are pressing issues for the village. In 2008, the village had enough water to meet the local daily water demand through two wells, but did not have the estimated 37,000 gallons per day of reserve water capacity needed to supply water in cases of emergency. In addition, the UVM water system was out of date, required

frequent maintenance, and barely met federal and tribal safety and health standards. Without a reliable potable water source, economic activity in the village had come to a halt, including the development of a long-awaited industrial zone, the Moenkopi Commercial Site, which would require an additional 45,000 gallons of water per day.

To address the need for a safe, reliable water supply and to provide a climate for increased economic activity, the Moenkopi Developers Corporation (MDC), a nonprofit organization established by the Hopi Tribe and UVM to promote economic activity and self-sufficiency, began this water resource planning project.

PURPOSE AND OBJECTIVES

The project's purpose was to complete a water resource strategy to facilitate residential and private-sector economic development within the UVM. The first objective was to create a long-term water supply plan for securing a safe and potable water supply for the village. To accomplish this objective, project staff worked with expert water supply consultants to develop a

report quantifying current and projected water needs and outlining an array of water source augmentation options. The consultant team recommended the rehabilitation of an existing well, installation of new wells north of and near the UVM, and the importation of water through a coal slurry pipeline. They also urged the UVM to maintain and upgrade existing wells and pipelines, encourage personal use conservation, and continue negotiations with the Navajo Tribal Utility Authority pipeline to support the current supply and future installation efforts. Of these water source development options, MDC decided two were most viable: 1) Install a new well, and 2) fix leaks in the existing water delivery system.

The project's second objective was to create a plan to upgrade UVM's outdated water delivery system, hire and train an operator to run the operations of a reverse osmosis plant that was under construction, and create a daily operations plan for the reverse osmosis plant. Due to a delay in the construction of the reverse osmosis water plant, however, project staff were not able to hire and train the plant operator, create an operational plan, and complete a plan for upgrading the water delivery system within the original project timeframe. As funds remained at the original project end date, the project team requested and received a six-month no-cost extension to carry over funds and complete the project. With the additional time, project staff completed the operations and maintenance plan for the reverse osmosis water plant, hired and trained an operator for the plant, conducted public hearings on the meter project and water use rates, and conducted research and evaluation of options for metering homes and businesses. Additionally, the project team completed a plan to upgrade the water delivery system, including the installation of a reverse osmosis plant water line from the plant to water wells and the installation of water

delivery lines from UVM homes and businesses.

OUTCOMES AND COMMUNITY IMPACT

Before the project, UVM leaders were constrained in their ability to plan economic development projects by a lack of knowledge about existing water resources and practical options for increasing water production. Now, village leaders have gained a better sense of which water exploration options are feasible and cost-effective, and which water resources are available beyond the two existing wells.

Furthermore, through this project, the project team ensured the UVM's future reverse osmosis plant would have a trained operator and a clear daily operations manual to provide guidance once the plant was completed. Moreover, staff members, working with Indian Health Service counterparts, used the project to expand the village's existing water conservation efforts, repairing leaks in the system and reducing personal water use through the installation of water meters in village homes. With these water conservation and augmentation efforts in place, developers of the Moenkopi Commercial Site have a better sense of how much water can reasonably be funneled toward economic enterprise.

Near the end of the project period, UVM staff secured a \$1.4 million Indian Community Development Block Grant from the U.S. Department of Housing and Urban Development to complete the construction of the reverse osmosis plant. This development, coupled with the increased capacity of UVM staff to manage the water system, brought the goal of providing a safe, reliable water supply much closer to reality. MDC leaders expect that once completed, the system will effectively meet the water needs of tribal members and enhance the economic well being of the village.

SIPAULOVİ DEVELOPMENT CORPORATION



Project Title:	The Sipaulovi Marketplace: Healthy Communities through Sustainable Enterprise
Award Amount:	\$91,290
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Jan. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 20 elders involved
- 8 youth involved
- \$38,400 in resources leveraged
- 9 individuals trained
- 12 partnerships formed
- \$300 in income generated

BACKGROUND

Sipaulovi is a Hopi village located on the Second Mesa in the high desert region of northeastern Arizona. In 2005, the village Board of Directors created the Sipaulovi Development Corporation (SDC) to establish economic enterprises to support self-sufficiency and promote economic development in the village. Sipaulovi has approximately 1,200 enrolled tribal members, with approximately 980 living on the Second Mesa. Thirty-three percent of village residents were unemployed as of 2006, and the median household income was \$27,374 in 2008.

The Hopi Reservation has a vibrant informal economy, consisting of items exchanged in social and religious contexts, and livestock and crops produced at the household level. Though this economic activity is economically and socially vital to the community, village leaders have long recognized a need to expand formal avenues for economic development and provide more on-reservation employment opportunities for Hopi tribal members.

This project builds upon the economic development efforts of a prior ANA grant, implemented from 2007 to 2009, which developed organizational and administrative structures of the SDC, strengthened management, and started the Sipaulovi Walking Tour program.

PURPOSE AND OBJECTIVES

The purpose of the project was to build the village economy by developing business infrastructure for professional offices within the 15-acre Sipaulovi Marketplace economic zone, and by developing an infrastructure for tourism around Sipaulovi. To do this, SDC set out to achieve two objectives: 1) Hire a project manager, conduct a feasibility

study, and prepare a feasibility plan for the marketplace; and 2) develop, promote, and upgrade the visitor center and tour program.

Due to difficulties finding an appropriate candidate, the SDC experienced a 3-month delay in hiring a project manager. In the second quarter, still without a manager, the SDC hired an expert consultant as the project manager. With input from important community stakeholders, the new project manager created a market study analysis, feasibility study, and business plan for potential enterprises. During development of these studies and plans, a marketplace task team, comprised of three community members, worked closely with the SDC Board and project manager. This team engaged in work sessions to review the plans, involve stakeholders in the planning process, integrate best practices and ideas from neighboring native economic development sites, and determine which businesses should occupy the marketplace. At project's end, the feasibility studies, market studies, and business plans were complete, and the SDC was communicating with the U.S. Postal Service, a local radio station, and various nonprofit organizations to discuss their potential interest in occupying the commercial office space.

To complete the second objective, developing the visitor center and tour program, the SDC intended to work with the State of Arizona's Office of Tourism to bring tourism industry professionals to Sipaulovi. Due to state budget cuts in the third quarter of the project, however, the state could not participate in the partnership. Adding to this difficulty, the state closed the state park through which the SDC planned to create a walking tour. To adapt to this situation, the project team formed new partnerships with local Hopi tour operators, tribal government offices, the Indian Health Service, Arizona State Parks, the Moenkopi Legacy Inn, the Northern Arizona

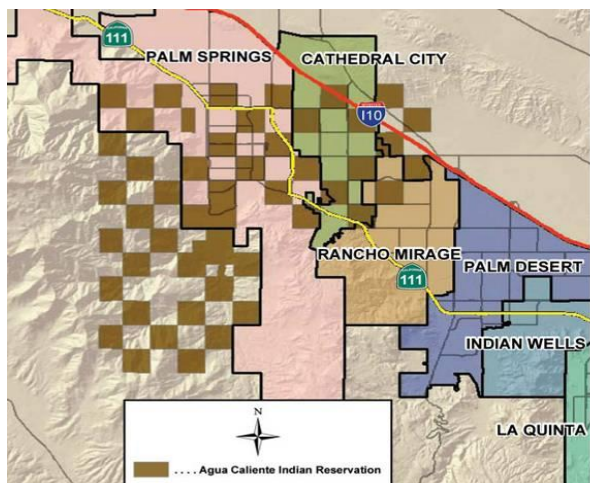
University Anthropology and Communications Department, and the Arizona Archeological Society. These partners helped raise the profile of the project, leading to increased awareness among visitors about tourism amenities, an increase in scheduled tours, and the creation of meaningful relationships with other local Hopi enterprises.

The SDC also engaged in other activities to upgrade the tourism program, including training key staff in website maintenance, involving youth in promotional activities, and partnering with the Winslow Chamber of Commerce and the City of Winslow to host a Suuvuyuki cultural day to promote the cultural activity of traditional racing.

OUTCOMES AND COMMUNITY IMPACT

Though the project faced challenges hiring key staff and maintaining a key partnership, the project team efficiently, effectively utilized non-project SDC staff, formed new partnerships, and sought a four-month no-cost extension to complete project objectives. During the extension period, the state reopened the park, facilitating new opportunities for the tour program. Since then, the project team has made progress securing a space for Hopi artists and planning the walking tour. The SDC now has a clear understanding of which businesses are feasible at the Sipaulovi Marketplace. Furthermore, SDC staff facilitated greater awareness among various entities in the tourism industry about the cultural value of the Sipaulovi tourism program. These partnerships will help tourism program staff to educate more visitors about Hopi history, culture, religion, and language. The project team believes that the plans, partnerships, and capacity built through this project will soon enable the SDC to expand tourism in Sipaulovi, facilitating the creation of more jobs and more economic activity in the village.

AGUA CALIENTE BAND OF CAHUILLA INDIANS



Project Title:	Develop Historical Preservation Management Plan and Research Design to Use as a Road Map for the Upgrade of the Tribal Codes
Award Amount:	\$210,307
Type of Grant:	Environmental
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 10 elders involved
- 5 youth involved
- \$14,100 in resources leveraged
- 19 partnerships formed
- 13 codes developed

BACKGROUND

The Agua Caliente Band of Cahuilla Indians Reservation is located in and adjacent to the city of Palm Springs in Riverside County, California. The Tribal Historic Preservation Office (THPO) of the Agua Caliente Band was formed in 2005 to ensure the continuance of the tribe's cultural heritage for current and future generations and increase preservation of Cahuilla archeological assets.

Prior to this project, the THPO governing codes did not sufficiently protect native archeological sites of value to the tribal community or involve the tribe in the decision making process regarding where and how archeological digs conducted by non-local researchers from private or

academic institutions occur. THPO staff believe native knowledge, experience, and perspective should be integrated into the digs.

Furthermore, historic and land preservation efforts are challenged by the checkerboard nature of Cahuilla land, as small parcels under Cahuilla ownership are non-contiguous and interspersed with parcels owned by the city, the county, or private individuals. Not having jurisdiction over adjacent lands presents a challenge to the tribe as they work to preserve Cahuilla resources.

PURPOSE AND OBJECTIVES

The purpose of this project was to provide guidance to tribal staff and agencies, developers, and local, state, and federal partners in the protection, preservation and mitigation of important resources to the tribe. The project strove to provide guidance through the development of THPO priorities and policies.

The first objective was to develop an archeological research design including topics of study relevant to the preservation of cultural resources. To accomplish this

objective, the THPO's cultural specialist collected community input on the resources the tribe would like to see preserved by visiting tribal members at their homes and holding lengthy one-on-one meetings. Staff collected 39 surveys and incorporated the results into the research design, which they finalized by the end of the project. The design provided guidance for archaeologists and ethnographers conducting cultural studies within the reservation and traditional use area. Ideally, researchers will integrate tribal interests and concerns highlighted in the design into their own studies.

The second objective was to develop a historic preservation management plan for cultural resources on the reservation and on lands outside of Cahuilla territory. To learn from plans created by THPOs across the country, the tribal historic preservation officer and the cultural specialist reviewed at least one historic preservation management plan from all 50 states, and one from each of the six U.S. territories. After strategically reviewing these plans, project staff collaborated to write a comprehensive plan that outlines the THPO's approach for managing historic and cultural sites for the next five years. The plan includes a list of criteria for judging a site's cultural significance as well as approaches for mitigation, management, or conservation of these sites. The plan also lists known tribal cultural and historic properties within the Agua Caliente Reservation and immediate environs.

The third objective was to update the tribal codes to protect tribal cultural resources from environmental impacts of economic and development projects. Project staff updated and developed 13 codes that establish the THPO as a steward for the preservation of the tribe's cultural resources, refine the office's authority to develop working partnerships with state and federal governments in regards to protection of

tribal resources, and firmly define the purpose and mission of the office. The new codes also expand protection of tribal heritage by including a comprehensive list of types of resources that are culturally significant and must be preserved.

OUTCOMES AND COMMUNITY IMPACT

During the process of learning about the historic preservation management plans of THPOs across the country, project staff developed relationships with 19 partners, including neighboring tribes, city and county governments, and state and national anthropological societies. By soliciting feedback and collaborating, project staff strengthened their historic preservation management plan, shared the purpose behind the new THPO codes, and created awareness of the need for a native perspective in private and academic archeological research. By incorporating the native viewpoint in research design suggestions, the preservation management plan is one of the most comprehensive plans in the nation.

In addition, the tribe increased its knowledge of tribal history by creating an inventory of cultural resources in need of protection and preservation. Through discussions with elders, staff learned about new resources, affirming the survey work was timely and critical.

If passed by the Tribal Council as expected in 2012, the updated THPO codes will strengthen the office's authority to regulate archeological work or development on tribal property. As a result, important historical resources such as houses, cemeteries, sweathouses, trail shrines, and rock art will have a higher chance of being preserved for generations to come.

INDIAN CHILD WELFARE CONSORTIUM



Project Title:	Improving the Well-Being of Children – Tribal Healthy Marriage Project
Award Amount:	\$698,434
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 full-time equivalent jobs created
- 15 elders involved
- 6 youth involved
- \$36,938 in resources leveraged
- 18 partnerships formed

BACKGROUND

Indian Child Welfare Consortium is a nonprofit inter-tribal consortium comprised of eight tribes and one tribal consortium in southern California, with representative delegates from each tribe and organization. The consortium, known in the community as Indian Child and Family Services (ICFS), implements the Indian Child Welfare Act and provides foster care and child abuse therapy services for native families residing in or near the 33 reservation communities within San Bernardino, Riverside, and San Diego Counties.

Prior to this project, ICFS recognized a breakdown in traditional child-rearing, in which parents, clans, and entire communities were responsible for providing care to young people. This breakdown has led to conflict in relationships and a lack of

skills for maintaining a healthy marriage; it is also connected to child neglect and high-risk adolescent behavior.

PURPOSE AND OBJECTIVES

Keeping in line with ICFS' commitment to provide culturally relevant and evidence-based prevention and intervention services, the purpose of this project was to create and run a Tribal Healthy Marriage Program (THMP) for 75 native families, and evaluate the effect of the program on these families.

The first objective was to increase awareness of the importance of healthy marriages for native couples, children and communities by disseminating a public advertising video of ICFS' services. Project staff contracted with a videographer to produce a video portraying positive and negative communication patterns among native couples along with ideas for culturally appropriate conflict resolution. The video was presented at a series of meetings with the Riverside County Department of Social Services and San Bernardino County Department of Social Services, where it reached over 500 social workers; as a result, 50 percent of THMP

participants were referred by the county social service departments.

The first objective also included brief marital intervention and counseling services for couples. One hundred and forty-three participants were recruited; staff conducted motivational interviewing and brief marital interventions to introduce participants to the THMP. In a motivational interview, the counselor works with the client to identify personal processes that motivate change. Project staff employed this technique and adapted it by encouraging couples to create genograms, which are explorations in personal genealogy to help participants understand how historical trauma impacted the relationship health of their ancestors, and in turn, impacted their current relationship's health.

The second objective was to provide more intensive THMP services to at least 57 individuals. Project staff exceeded this objective by providing Prevention and Relationship Enhancement Program (PREP) and Incredible Years curricula training to 116 people. Through eight hours of PREP training, participants learned to communicate proactively, manage stress, and work as a team with their partners. Through 30 hours (at minimum) of Incredible Years training, program participants learned skills to strengthen parent-child relationships and improve child behavior.

The third objective was to evaluate the benefits of the THMP. Project staff collected pre- and post-test information from 116 participants receiving motivational interviewing, PREP, and Incredible Years services. The project director collaborated with a researcher to analyze the data and prepare an evaluation report. Results from the report indicate that participants responded well to the curricula. Parents showed a significant reduction in depression

and parenting stress, and child behavioral difficulties also significantly decreased. In addition, 79 percent of couples reported improvement in marital happiness.

OUTCOMES AND COMMUNITY IMPACT

ICFS worked extensively to adapt evidence-based relationship curricula by incorporating native practices, such as using a talking stick for communication between couples, completing genograms to create awareness of the effects of historical trauma, and featuring Native American elders and leaders in the promotional video. These strategies successfully demonstrated that healthy relationships align with traditional native values. Participants responded well to the curricula, remarking that the communication skills they gained strengthened their relationships with each other and with their children, resulting in a more supportive family dynamic.

ICFS has secured federal funding to continue the healthy relationship couples groups for the next 5 years, and has also secured a funding commitment from Riverside County Mental Health to continue the parenting program. This support further demonstrates that ICFS has created parenting and healthy relationship programs that are relevant to the local native community.

"Those communication classes were a big part in preventing yet another broken family."

Bobby Jo and Harold John Larkin, PREP Program Participants

KAWAIIISU LANGUAGE AND CULTURAL CENTER



Project Title:	Kawaiisu Practical Grammar
Award Amount:	\$246,300
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 3 elders involved
- 6 youth involved
- \$48,702 in resources leveraged
- 16 individuals trained
- 7 partnerships formed
- 4 language surveys developed
- 185 language surveys completed
- 5 language teachers trained
- 4 youth increased their ability to speak a native language
- 23 adults increased their ability to speak a native language

BACKGROUND

The Kawaiisu are a non-federally recognized tribe of over 250 members, indigenous to the remote and rural Tehachapi and Paiute Mountain areas of Kern County, California. Due to relocation policies of the U.S. Government in the late 1800s, many Kawaiisu traditions, including songs, dress, and knowledge of sacred sites have been lost; however the Kawaiisu language and many traditional stories

remain intact. The Kawaiisu Language and Cultural Center (KLCC) is a 501(c)(3) nonprofit organization founded in 2007. The KLCC provides language learning and other programs to enable tribal members to learn Kawaiisu language and traditional ways. In a 2008 survey completed by 50 tribal members, 45 (90 percent of those surveyed) expressed interest in learning the language.

There are five remaining fluent Kawaiisu speakers, all of whom are tribal elders, three of whom are language teachers. Prior to this project, 25 tribal members were studying the language, but most had plateaued at an advanced beginning level. A significant hindrance to their advancement was a lack of grammar and reference materials and the absence of a related grammar curriculum.

PURPOSE AND OBJECTIVES

The project's purpose was to create Kawaiisu grammar reference materials and curriculum to increase the conversational proficiency of Kawaiisu second language learners. The first objective, utilizing a team of three Kawaiisu speakers, seven second language learners, a media developer, and two linguists, was to plan and design a practical grammar reference and related grammar curriculum with eight unit plans, 32 lesson plans, and 96 teaching activities

intended to propel second language learners past the beginning level to conversational proficiency. Because project participants were spread out over a wide geographic area, the project team carefully devised a schedule allowing participants to attend design sessions, produce a curriculum, and test it. Five project staff attended Advocates for Indigenous California Language Survival Immersion Training, learning how to create interesting, accessible, and effective lessons immersing future students in their language. During the project period, 11 additional individuals received such training, providing a basis for effective instruction, curriculum development, lesson planning, teaching, and language learning in the community.

With help from linguists at two California universities, the team designed a grammar reference book with an introduction and eight chapters, including all of the lesson plans and teaching activities intended in the project plan. All chapters were grounded in immersion language acquisition and communication-based instruction techniques. Chapter topics included: Kawaiisu grammar basics, Kawaiisu sounds and writing, verbs, verb agreement, nouns and pronouns, words of position, questions, descriptive terms, and word order.

To create the curriculum, the team interviewed and recorded fluent elders to define grammar concepts and features of the language; devised a Kawaiisu writing system; defined objectives for each of the eight units, planned and designed at least four lessons for each unit; created 12 or more activities for each unit; taught test lessons to second language learners; made changes based on learner feedback; and ensured all members of the team, including fluent speakers and test learners, understood grammar topics and were satisfied with the curriculum content, planning, and design processes. The team also designed media

products to support the units, including audio interactive CDs, DVDs, and games.

The second objective was to develop a 10-year language revitalization plan utilizing feedback from community members, and to ensure language learning materials were available to tribal members and potential second language learners. To accomplish this, project staff, utilizing feedback from four surveys completed by 185 community members, developed a three-forked plan including: 1) a teaching plan with family-based “language at home instruction,” 2) a Kawaiisu language documentation plan, and 3) a sustainability plan. Through five community potlucks, two book signings, various newspaper, newsletter, and local magazine articles, the KLCC team kept tribal members aware of project progress and informed them of upcoming language classes. Through the KLCC’s new website, the team publicized language classes, distributed new grammar references and curricula, and distributed the KLCC’s existing language instructional media.

OUTCOMES AND COMMUNITY IMPACT

According to Project Coordinator Laura Grant, “Our design team members learned how to plan and design a grammar-based curriculum, with unit plans, supporting lessons, and teaching activities. Everyone involved—particularly the elder teachers—now understand grammar concepts well enough to teach them to others.” Project Administrator Julie Turner added, “We have made real breakthroughs in our ability to understand and use our language. In the past, we could repeat sentences and phrases; now, we can produce our own sentences and actually think in the language.” Over the next three years, the KLCC intends to continue developing fluency in its language teachers and in the family members of fluent elder speakers, and to extend community classes to 65 additional tribal members.

RIVERSIDE-SAN BERNARDINO COUNTY INDIAN HEALTH, INC.



Project Title:	Native Challenge Healthy Marriage Initiative Project
Award Amount:	\$702,134
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 18 elders involved
- 5,200 youth involved
- \$177,221 in resources leveraged
- 30 partnerships formed

BACKGROUND

Riverside-San Bernardino County Indian Health, Inc. (RSBCIHI) is a nonprofit healthcare organization providing medical and outreach services to nine tribes in southern California. RSBCIHI's geographic service area covers 27,278 square miles within Riverside and San Bernardino Counties.

At the time this project began, the teen pregnancy rate in RSBCIHI's service area was the highest in the nation. One-third of children delivered on the reservations were born to mothers who lacked sufficient financial resources, and only half had fathers involved in their upbringing. RSBCIHI staff believed the community was struggling with an intergenerational cycle of unhealthy marriages and domestic violence, and strove to provide an intervention for young people.

PURPOSE AND OBJECTIVES

The goal of this project was to increase youth awareness of the value of healthy marriage and equip youth with relationship strengthening skills.

The first objective was to provide pre-marital education to 750 students in 10 schools. To accomplish this, the project director hired two marriage specialists and trained them in classroom management and healthy marriage curricula, including Love U2 Relationship Smarts Plus, Positivity, Responsibility, Influence, Consequences, Encouragement (P.R.I.C.E.), and Baby Think It Over. The project director signed five-year Memoranda of Understanding with the school districts in RSBCIHI's service area, receiving permission to teach students during class time and assemblies.

The marriage specialists provided a variety of services to 66 middle and high schools; in some schools, specialists conducted a two-day training program, and in others they filled vacant physical education or health positions and taught for weeks at a time. The specialists trained over 4,000 students in the Love U2 curriculum, with the average student receiving eight to 10 hours of

training. Specialists also taught 117 students the Baby Think It Over curriculum, giving teens computerized infants programmed to cry as real babies and able to record the teens' ability to provide care, to introduce them to the responsibilities of parenthood. In addition, the specialists held 15 school assemblies, covering topics such as teen pregnancy and dating violence.

The second objective was to provide pre-marital education to 300 young parents and pregnant adolescents on the tribal reservations in RSBCIHI's service area. Marriage specialists taught over 1,000 people the P.R.I.C.E. parenting curriculum, developed by the Riverside County Office of Education, which provides strategies for parent-child communication and discusses the negative effects of alcohol abuse, drug abuse, and infidelity on children. The specialists held six sessions a year at different tribal reservations, and supplemented the P.R.I.C.E. curriculum with budgeting workshops and talking circles about domestic violence.

Project staff also worked closely with native youth groups to raise funds for the youth's annual "Dream the Impossible" Youth Leadership Conference. The 2011 conference emphasized respect for culture and traditions, healthy families, future goals and self-improvement, utilizing support programs and team-building; attendance was free for all native youth.

OUTCOMES AND COMMUNITY IMPACT

Project staff trained thousands of young people, but these connections were not superficial. Youth kept in touch with the specialists through Facebook, email, and phone to ask questions and receive guidance, and the specialists served as role models and confidants.

In addition, the in-school and community trainings increased student's self-knowledge

and taught young parents crucial concepts in building relationships and managing finances. Pre- and post-evaluations from the Love U2 curriculum revealed that out of over 1,000 students, 68 percent cited improved knowledge of teen pregnancy prevention, goal setting, and decision-making skills as a result of the outreach. In pre- and post-evaluations of the P.R.I.C.E. curriculum, participants reported a 34 percent increase in knowledge of healthy relationship skills, a 12 percent increase in understanding the importance of budgeting, and a 23 percent increase in knowledge of parenting skills.

Throughout the project, a 12-person advisory council composed of tribal representatives guided the project and participated in sustainability planning with RSBCIHI's board. In the third year, RSBCIHI trained council members in project management and equipped them with skills to continue teaching the curriculum at the reservation level. Project staff are confident that area tribes will continue teaching the healthy relationship lessons with adaptations to fit each unique community.

In addition, RSBCIHI will continue to work with youth and develop partnerships with local schools, through ANA grant funding awarded in 2011 to provide in-school youth programming focusing on sexual and reproductive health and promoting responsible fatherhood.

"If you work with native elders and leaders, they know how to adapt the program to fit the cultural context."

RSBCIHI Project Staff

SANTA YNEZ BAND OF CHUMASH INDIANS



Project Title:	Say It in Samala
Award Amount:	\$221,446
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 1 Native American consultant hired
- 7 elders involved
- 47 youth involved
- \$5,100 in resources leveraged
- 17 individuals trained
- 6 partnerships formed
- 1 language survey developed
- 157 language surveys completed
- 7 language teachers trained
- 47 youth increased their ability to speak a native language
- 14 adults increased their ability to speak a native language

BACKGROUND

Before the Spanish arrived in California, the Chumash Indian population numbered an estimated 22,000. Chumash territory extended from the beaches of Malibu inland to Paso Robles and to the western edge of the San Joaquin Valley. By 1831, all but decimated by the Spanish mission system, the number of mission-registered Chumash numbered only 2,788. Today, the Santa

Ynez Band of Chumash Indians, the only federally recognized tribe of Chumash Indians, has 146 members and 420 tribal descendants. The 135-acre Santa Ynez Reservation, located in Santa Barbara County and established in 1901, has 249 residents. There is one fluent speaker of the Chumash language, a linguist who learned the language in the 1970s. The tribe's language program, founded in 2006, has five senior apprentices and five junior apprentices. Senior apprentices teach the Chumash, or Samala, language, in the tribe's after-school program, and at the tribe's weekly culture night and annual Kalawashaq Summer Camp.

PURPOSE AND OBJECTIVES

The "Say It in Samala" project's purpose was to plan and design a Samala language acquisition curriculum, emphasizing immersion-style techniques promoting conversational proficiency. The first objective was to survey at least six community groups to determine 20 topics of conversation tribal members considered most important to learn through the curriculum. To accomplish this, the project coordinator and project director surveyed families participating in culture night, tribal health office clients, and members of the tribe's business committee, elders board,

education committee, and general council. They collected 157 surveys, studying if, how, when, and where respondents wished to learn the language, and which topics respondents preferred to learn. After analyzing the results, they provided a report to the community in *Samala*, the bi-monthly tribal magazine. Topics tribal members most wished to study included: counting in the language, saying and understanding blessings and prayers, singing old and new songs, making traditional items, and understanding and telling a traditional story.

The second objective, to be completed by month 23, was for language program staff to take part in monthly training sessions, enabling them to independently produce unit plan with supporting teaching activities using the five-step Communication-Based Instruction (CBI) Method developed by the Advocates for Indigenous California Language Survival (AICLS). To accomplish this, the senior apprentices completed 32 full-day AICLS workshops over two years, learning how to plan and design an immersion-style curriculum. During these sessions, senior apprentices planned and designed immersion sets, which were tested on junior apprentices to determine the extent to which the juniors were achieving the learning objective of each set. Additionally, senior apprentices learned how to produce digital language learning materials, developing professional skills in using CD recorders, digital video camcorders, and video editing software.

The third objective was for senior apprentices, with participation from the lone master speaker, to design and test at least five prototype units with accompanying immersion sets and independent practice activities. Basing the content on tribal members' preferences and utilizing CBI methodology, project staff developed not five, but eight practical, detailed prototype units, on numbers, family members, chores

and household tasks, traditional activities (e.g., making acorn mush), weather and landscape, traditional instruments and dancing, animals and plants, and food. Lessons were tested with the five junior apprentices, with 43 youth at the Kalawashaq Summer Camp, and with five youth in the afterschool program.

OUTCOMES AND COMMUNITY IMPACT

Senior apprentices now have an eight-unit curriculum, the first ever created for developing conversational proficiency in *Samala*, providing tribal members with a powerful new tool for enhancing language acquisition. Moreover, these apprentices possess more skill in creating and presenting communication-based lessons, enabling them to better facilitate conversational proficiency in their students.

Feedback from community members indicates that the lessons, activities, and immersion sets produced by the project team are more interesting, interactive, accessible, and fun than previous language lessons provided by the tribe, and enable language learners to better understand and produce language, improve their pronunciation, build vocabulary, and grasp language structure. Nakia Zavalla, the tribe's culture department director, stated, "Language classes are more interesting because we don't just emphasize grammar structures and writing anymore. We're not only teaching *about* the language, but *in* the language, and we're reawakening something that has been sleeping. People of all ages—youth, parents, and elders—are acknowledging our language, and are drawing strength from it."

"Creating the lessons has helped us learn the language. We are making the language part of our life, which is tough because we don't have elders who speak the language."

Kathleen Marshall, Project Coordinator/Senior Apprentice

UNITED AMERICAN INDIAN INVOLVEMENT, INC.



Project Title:	Strengthening American Indian Families
Award Amount:	\$1,059,272
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2006 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 6 full-time equivalent jobs created
- 212 elders involved
- 1,372 youth involved
- \$103,717 in resources leveraged
- 9 individuals trained
- 22 partnerships formed

BACKGROUND

According to 2004 U.S. Census population estimates, Los Angeles County is home to the largest urban American Indian population in the nation, with 153,500 American Indians/Alaska Natives (AI/ANs), 33 percent of whom are under the age of 17. Many AI/AN families were relocated from reservations around the country to Los Angeles through Bureau of Indian Affairs relocation programs in the late 1950s. The tribes with the greatest representation in Los Angeles are Navajo, Cherokee, Apache, Sioux, and Choctaw, and there are over 125 tribes represented in the community.

United American Indian Involvement, Inc. (UAI) is a nonprofit organization providing a wide array of health and human services to the Los Angeles AI/AN community,

including public health case management, traditional medicine, alcohol and substance abuse services, mental health services, workforce development services, youth programs, social services, research, and training. Some youth and families served by UAI suffer from mental health problems such as adjustment disorders, behavioral problems, and depression. Some confront domestic violence and substance abuse issues, and many others come to UAI to overcome feelings of disconnection with their communities and cultures.

PURPOSE AND OBJECTIVES

The purpose of the project was to form and sustain lasting families and healthy marriages, and improve the well-being of children in the Los Angeles County Native American community through healthy marriage education, guidance, and mentoring to AI/AN youth and families.

The first objective was to educate Los Angeles County AI/AN youth and young adults on the value of healthy relationship skills such as conflict resolution, communication, and commitment. To accomplish this, project staff established relationships and worked regularly with a

local AI/AN teen drumming group, a group home for at-risk young AI/AN women, a high school AI/AN pride club, and an American Indian student group at the University of California, Los Angeles (UCLA). For the project's first two years, the team utilized a variety of curricula to facilitate discussions on healthy relationships and life issues confronted by teens and young adults, and incorporated drumming, singing, and other cultural activities into the program. In the last three years, project staff used the Native Wellness curriculum, providing relationship skills training, workshops, discussions and group interaction on communication techniques, conflict resolution, healthy relationships, leadership development, and cultural identity. Staff also provided cultural opportunities at summer camps, powwows, holiday events, and conferences, including the UCLA Basketball Youth Conference in year five. In total, the project provided at least one training session to 1,372 youth.

The second objective was to offer marriage and relationship education and skills training on communication, commitment, conflict resolution, and parenting to future and existing families. The plan called for project staff to provide 13 sessions per year to five families, so that 65 families would complete the curricula over a five-year span. Over this period, 49 families completed the series, and the team offered over 300 workshops to 1,188 additional families (3,156 adults) on relationships, communication, commitment, conflict resolution, parenting, fatherhood, American Indian values, multi-generational trauma, smoke-free families, domestic violence, money management, blended families, healthy eating, and emergency preparedness. Utilizing a team which included a therapist, licensed social worker, and counselor, the project team also offered individual and couples assessment, family support services, and therapy.

The third objective was to utilize married couples as mentors to teach healthy marriage skills to AI/AN community members, providing a sustainable corps of volunteer instructors offering workshops to community members at UAII's Los Angeles facility after the project concluded. In years one through three, project staff made efforts to recruit mentors who completed the 13-session workshop series noted in the first objective. However, staff did not think that most participants who completed the workshops had the skills or free time to effectively serve as mentors. Thus, only one couple and two other individuals served in this role.

OUTCOMES AND COMMUNITY IMPACT

The project served several thousand members of the Los Angeles AI/AN community, including married, unmarried, divorced, single, and separated people, foster and adoptive parents, grandparents, future parents, mothers and fathers, and youth. Many youth participating in the project expressed satisfaction with the opportunity to share their experiences and to bring topics they needed to talk about into the open. They learned how to overcome teen violence, avoid drugs, alcohol, and teen pregnancy, and improve communication with peers and family members.

According to Project Director Jerimy Billy, adult participants indicated that the workshops and activities, especially those enabling them to interact and learn from one other, provided them the chance to develop broader perspectives on the issues affecting their lives, and to balance their priorities in dealing with these issues. "Sometimes," Mr. Billy stated, "it was not us who identified the issues, but the participants themselves. Their discussions, and some of the activities we did, enabled them to take a break from the survival mode that they are in, be social, and begin to move forward."

KEOMAILANI HANAPI FOUNDATION



Project Title:	Pilot Native Hawaiian Art Education Project
Award Amount:	\$853,937
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 6 full-time equivalent jobs created
- \$28,022 in revenue generated
- \$270,606 in resources leveraged
- 157 individuals trained
- 61 partnerships formed

BACKGROUND

Keomailani Hanapi Foundation (KHF) is a Native Hawaiian nonprofit located in Waimea, in the northern region of the Island of Hawaii, with the mission to increase awareness of Hawaiian art and artists. At the time of KHF's founding in 1995, Hawaiian art markets were filled with products from non-Hawaiian suppliers, and consumers were not able to distinguish between authentic Hawaiian art and imported imitations. The devaluation of authentic art threatened Native Hawaiian artists' livelihoods, degraded and commercialized the culture, and interrupted transmission of knowledge between generations. By comparison to thriving indigenous art communities in New Mexico and New Zealand, KHF's founders believed the Native Hawaiian art community lacked the necessary recognition and exposure to be

successful. To promote talented Hawaiian artists and support budding artists, KHF strove to develop an education program in traditional and contemporary Hawaiian art.

PURPOSE AND OBJECTIVES

The project's purpose was to pilot a master-apprentice art education program and increase accessibility to Native Hawaiian art through annual exhibits and an arts market.

The first objective was to provide an arts education course for 120 students to celebrate Native Hawaiian and indigenous knowledge, cultures and values. Project staff named the program Hawaiian Ohana for Education in the Arts (HOEA) and hired 10 master artists to teach traditional and contemporary Hawaiian art forms, including: lei dyeing, wood bowl turning, kapa (mulberry-soaked fabric dyeing), pahu (Hawaiian drum) making, stone carving, printmaking, jewelry making, and lauhala weaving (creating products from hala tree leaves). Project staff held winter and summer sessions annually, and students received eight hours of class time per day each week, with open studio time on evenings and weekends.

After the first year, staff realized studio space and instructor time was too limited to provide meaningful instruction to 40 students each year, and therefore limited the class size. A total of 69 students enrolled in the courses, furthering their skills in wood turning, lauhala weaving, printmaking, and jewelry making.

The second objective was to teach HOEA students and 150 Native Hawaiian artists technical skills in business practices, portfolio development, pricing art work, and marketing strategies. Project staff offered “Business of Art” classes on the islands of Hawaii, Molokai, and Oahu, and taught 141 attendees lessons about taxes, keeping receipts, income and expenses, pricing art work, and online marketing. Professional artists led some of the sessions and shared personal keys to success, teaching students how to prepare a booth and market individual stories along with their products.

The third project objective was to showcase Native Hawaiian artists and HOEA students through local shows, exhibits, and an annual art market. Project staff visited the successful native-only Indian Market in Santa Fe during the first year to learn how the market was administered. Applying what they learned to their community, project staff planned and held three HOEA Markets, featuring 130 artists and a student art exhibit. Native artists and HOEA students also displayed their work at 13 exhibits, some of which occurred at the PIKO Gallery (a professional gallery sponsored by KHF).

OUTCOMES AND COMMUNITY IMPACT

The HOEA studio was a meeting place, or “piko,” where students and the larger community could connect with Hawaiian culture. Waimea locals often stopped by to tell HOEA students about their art knowledge, tradition, and family histories. As one HOEA student said, “I achieved a

much richer explanation of the culture than I could have talking to my family.”

This project has also contributed to livelihoods and identities of several young adult artists; as one student said, “HOEA opened it up—gave me a path to walk.” Twenty-three artists trained through the HOEA program have sold their artwork; the average student increased sales at the HOEA Market from \$428 in 2009 to \$634 in 2011. Several HOEA students formed an art collective at the end of the project, pooling resources to share the cost of equipment and studio space. One HOEA student also began teaching at local public schools to pass his art knowledge on to younger generations.

As a result of this project, more Native Hawaiians are producing traditional art and learning standards for evaluating its quality from master artists. Recognition of standards has added value to Hawaiian art, creating a niche in fine art markets as more artists and buyers can discern high quality, authentic Hawaiian art from imitations.

Moving forward, KHF’s long-term vision is to establish a community art center with an accredited post-secondary school of Hawaiian arts in the community. Through this project, KHF has learned valuable lessons about student and instructor needs and optimal learning schedules as they expand and continue Native Hawaiian arts education at a sustainable pace.

NANAKULI HOUSING CORPORATION



Project Title:	Kūkulu I Na Hale'Ohana Makepono: Building Family Homes Affordably
Award Amount:	\$585,439
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 4 Native American consultants hired
- \$86,966 in resources leveraged
- 7 individuals trained
- 65 partnerships formed

BACKGROUND

Established in 1989, Nanakuli Housing Corporation (NHC) is a nonprofit organization based in western Oahu that aims to build Native Hawaiians' financial assets through home-ownership. In Hawaii, home-ownership is influenced by the Hawaiian Homes Commission Act of 1920, which requires 203,500 acres in Hawaii to be designated for Native Hawaiian homesteads. The Department of Hawaiian Home Lands administers the act, distributing 99-year, low-rent lease lands to Native Hawaiians who meet blood quantum requirements. NHC provides services for homestead lessees, who are typically 60 to 80 percent below median income, experience crowding of six or more occupants to a house, live in deteriorated housing, and are in need of financial

management assistance. To replace a dilapidated home or build on a new lot, the most affordable option is to purchase a kit home, which in 2007 cost \$182,000 to \$200,000. Given their low income, the majority of NHC's clients do not qualify for home loans at this price. In addition, financial institutions are hesitant to finance home construction on leased lands.

PURPOSE AND OBJECTIVES

The project's purpose was to build a model and partnerships for construction of affordable and environmentally sustainable homes for Native Hawaiian families at 10 percent below the market price. The first objective was to develop three home blueprints that met housing requirements defined by the NHC community and secure two construction partners. NHC staff met with over 800 individuals, including leadership of four homestead communities and participants in NHC's programming, to solicit input into the ideal Hawaiian home. The community identified design features that value family and Native Hawaiian culture, such as ease of conversation, humility, and leaving people and places better than one found them. Community

meetings also identified environmentally sustainable and structural features, including solar water heaters, skylights, clothes lines, compost toilets, energy efficient light bulbs, water catchment systems, bamboo floors, and ramps and wider door frames for wheelchair accessibility. Based on identified criteria, NHC developed six home blueprints, Kawelo Classic Cottages and Kawelo Plantation Cottages, and began pricing the plans with potential partners. NHC solidified Memoranda of Understanding with four business partners to provide high quality materials and construction labor at 10 percent below market price.

The second objective was to recruit families and secure funding to build two homes. In the first year, NHC applied for Native American Housing Assistance and Self Determination Act and Temporary Assistance for Needy Families funding and received \$83,500 in down payment, demolition, and solar energy support assistance for their clients. NHC held orientation sessions for 150 families living in sub-standard housing on the homesteads; seven families formally agreed to participate in the project. While each family completed training in money management, NHC assigned a case worker to complete a financial assessment and work with the family to pre-qualify for a low-interest, 100 percent financing mortgage and construction loan from the United States Department of Agriculture (USDA). NHC submitted loan applications for the three families who could immediately build on their lots.

Ideally, once a family received the USDA loan and selected a home plan, NHC would modify it for the specific site and begin construction. However, as a result of high applicant volume, the USDA in the State of Hawaii only awarded loans to very low-income applicants in 2011. Since NHC's clients all qualified as low-income and not

very-low income, no loans were granted within the project period. NHC sought other loan products, but none of the financiers could offer an equally competitive loan; thus, the families decided to wait and reapply for the USDA loan in 2012. NHC remains committed to working with these families once the loans are attained.

OUTCOMES AND COMMUNITY IMPACT

As a result of this project, NHC developed a superior-quality home model that is 10 percent more affordable than kit homes on the market. Although NHC was not able to begin constructing homes, they secured \$86,000 in resources, prequalified seven families for the USDA home loans, and connected families with affordable, high-quality home products and construction services. Once loan financing is secured, these families will be ready to begin construction of new homes. In addition, through money management classes, seven families have improved credit scores, made payments on existing mortgages, improved savings, and increased understanding of how financial health is tied to loan financing. As one program participant said, "This project has given us so much knowledge and so much help."

Furthermore, through this project NHC has designed marketable home blueprints and partnered with vendors that will build the homes at affordable prices. With these business elements in place, NHC plans to establish a for-profit subsidiary that will construct and sell homes to the general public and use proceeds to subsidize its nonprofit services for homestead leasees. NHC will have a reliable and flexible source of financing to sustain programming in the coming years with the establishment of this social enterprise.

PARTNERS IN DEVELOPMENT



Project Title:	‘Ike No’eau: Native Hawaiian Math and Science Curriculum and Culture Project
Award Amount:	\$857,278
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Dec. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 7 full-time equivalent jobs created
- 25 elders involved
- 250 youth involved
- \$110,562 in resources leveraged
- 31 individuals trained
- 12 partnerships formed

BACKGROUND

From 2004 to 2006, homelessness in Hawaii increased each year. On Oahu, 42 percent of the homeless population is Native Hawaiian and the majority (nearly 4,000 people) live in cars, shelters, and on beaches on the Leeward Coast. About 700 of the homeless there are children. In 2007, six of the seven Leeward Coast elementary schools did not meet state-set targets on annual standardized tests. Leeward Coast preschool children, particularly homeless ones, have limited access to culturally sensitive early childhood education, especially in math and science.

Founded in 1997, Partners in Development (PID) is a nonprofit organization dedicated to improving the quality of life for the

Native Hawaiian community and the community at large using traditional Native Hawaiian values and practices. On the Leeward Coast, PID works with various local partners to break the culture of poverty among Native Hawaiian families and preschoolers, provide homeless children valuable educational opportunities, and get them off the beach and out of shelters.

PURPOSE AND OBJECTIVES

The project’s purpose was to improve the math and science skills of pre-school age children living in Native Hawaiian communities falling below the poverty line through the creation of a culturally-sensitive, center-based curriculum titled “‘Ike No’eau,” using computer-based technology.

The first objective was to design a math curriculum aligned with Hawai‘i Preschool Content (HPC) standards, emphasizing important pre-kindergarten math skills. In the first year, the project team and partners created two modules, with eight or nine lessons. Topics included counting, addition and subtraction, classifying objects by size, number, and other properties, ordering objects by properties, and recognizing,

describing, and extending patterns. In year two, the team created two more eight-lesson modules. These lesson topics included: three-dimensional shapes, spatial concepts, artwork using geometric shapes, artwork and the environment, size, length, and weight.

The second objective was to design a science curriculum aligned with HPC standards, encouraging students to explore the physical properties of their world while engaging in scientific study. To accomplish this, project staff designed four science modules, including 29 lessons, in two years. Modules included: lessons on experimenting with senses; showing curiosity about objects and materials; describing, comparing, and categorizing objects based on physical properties; exploring and beginning to identify changes that occur in natural and man-made materials over time; and learning about the effect of one's actions on objects.

The third objective was to break the culture of poverty by designing and carrying out lessons, field trips, and in-services utilizing unique, timeless values of Native Hawaiian culture. For this, cultural specialists from partner Mālama `Aina developed a four-module, 26-lesson curriculum promoting cultural awareness and pride for youth and homeless parents, who would serve as front-line teachers to their children. The cultural curriculum was implemented at Ka Pa'alana preschool and at Onelau'ena "Good Beginnings" shelter at Kalaeloa. For the first three objectives, over 400 volunteers from area schools, faith-based organizations, and other non-profits worked with the project team to teach and take care of the children, staff the mobile computer lab, and assist on field trips and other activities.

The fourth objective was to produce a final curriculum, reviewed and publicly endorsed by partner agencies and cultural practitioners. Hawai'i Association of the Education of Young Children staff reviewed

the curriculum, ensured it was aligned with HPC standards, ensured it effectively promoted the desired skills and youth cognitive development, and endorsed it. Next, the curriculum was endorsed by two respected cultural practitioners and adopted by two preschools, the Ka Pa'alana Preschool and Na Pono No Na 'Ohana Preschool.

The fifth objective was to teach the curriculum to homeless children in the target community. In year three, project staff and preschool teachers taught the curriculum to 250 homeless children at local shelters, Ka Pa'alana Preschool, and children in the Na Pono No Na 'Ohana community in eastern Oahu. The team conducted a quantitative survey of Ka Pa'alana teaching staff and parents on the effectiveness of curriculum, and observed lessons to ensure that they effectively facilitated desired results.

OUTCOMES AND COMMUNITY IMPACT

PID and project partners produced a three-pronged curriculum in early mathematics, science, and Native Hawaiian culture, providing 250 preschool youth with their first exposure the underlying concepts of these subjects. PID intends to promote the curriculum in additional Leeward Coast preschools serving low income and homeless families, so more children can continue to have culturally sensitive, high quality early childhood education programs.

"Prior to this project," stated PID preschool teacher Jin Chang, "kids were unsupervised on beaches, and not doing anything. Now we see progress with them. Parents have commented on how much their kids have learned, on (the parents') more nurturing attitudes, and on their improved capacity to be more conversational and communicative with their kids."

WAI`ANAE COMMUNITY RE-DEVELOPMENT CORPORATION



Project Title:	Kauhale: Center for Organic Agriculture and Sustainability
Award Amount:	\$1,160,457
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 25 full-time equivalent jobs created
- 46 elders involved
- 3,587 youth involved
- \$46,673 in revenue generated
- \$547,800 in resources leveraged
- 51 individuals trained
- 27 partnerships formed

BACKGROUND

The Wai`anae Community Re-Development Corporation (WCRC) is a nonprofit established in 2001 to launch social enterprises encouraging youth empowerment and community-based economic development. Located on the western side of Oahu island, WCRC runs numerous social initiatives and enterprises, including: MA'O Organic Farms; gardening, nutrition and entrepreneurship programs for middle and high school students; and a college internship program.

Youth initiatives are needed in Wai`anae, where families are financially strained, and youth have limited opportunities for employment and post high school education.

In 2006, only 12 percent of high school graduates in Wai`anae enrolled in a two-year college, and less than three percent enrolled in a four-year college.

Recognizing that Wai`anae youth would thrive in experiential education and excel if given increased diversity of career options, WCRC strove to improve its agriculture career pathway program for youth.

PURPOSE AND OBJECTIVES

The project's purpose was to strengthen Wai`anae's agricultural economy by expanding operations at MA'O Farms and enhancing WCRC's youth training programs. The first project objective was to intensify MA'O Farms food production activities while maintaining socially responsible growth. MA'O Farms intensified production by 50 percent during the project, reaching annual sales of \$500,000 in 2011. To ensure socially responsible growth, WCRC invested in staff and community by providing two professional development trainings and four entrepreneurship trainings; WCRC also hosted a food sovereignty conference, and engaged all employees in planning WCRC's asset building strategy. MA'O Farms

expanded its Community Supported Agriculture (CSA), where members bought a share of mixed produce on a regular basis. The CSA generated \$49,751 in revenue used to support new business ventures, such as the farm's agricultural tourism enterprise.

The second objective was to support and expand WCRC's agriculture career pathway for youth, the MA'O Education Pipeline. The pipeline consists of programming for middle school, high school, and college-aged students. At Wai'anāe Intermediate School, WCRC conducted the Science in the Garden, Healthy Living, and Aloha Aina Garden Club programs, teaching over 970 students about plant biology, cooking healthy food from the garden, and gardening and selling vegetables. Through its Agricultural Science and Cooperative Agriculture programs at Wai'anāe High School, WCRC taught 85 students how to conduct field experiments, grow traditional Hawaiian crops, and implement a CSA. WCRC also ran the Fall/Spring Break Internship program, where 30 high school youth worked at MA'O farm alongside the college interns, and the Kauhale High School Internship program, which emphasized savings and entrepreneurship by establishing bank accounts for 15 students.

WCRC also implemented the MA'O Youth Leadership Training Program, a two-year internship that allows students from Leeward Community College to obtain an Associate of Arts degree while interning at MA'O farms. Thirty students participated in the training program, where their farm management and cultivation skills increased incrementally each year.

OUTCOMES AND COMMUNITY IMPACT

As a result of WCRC's activities, Wai'anāe has better access to nutritious, organic, and locally grown produce as an alternative to imported foods. This is a great achievement in a state where 85 percent of the food

supply is imported; as one staff member said, "Just growing food in our community is a social mission in itself."

In addition, WCRC has refined collaboration with Wai'anāe schools. As a result of relationship building over three years, teachers fully participate in running in-school gardening programs alongside project coordinators, and the school is also contributing to the cost of garden supplies and materials. As project staff said, "Through the grant, we stopped 'silo-ing' education and social entrepreneurship. Now the school is much more integrated into our school garden and nutrition programming."

Furthermore, project staff observed students in the Leadership Training embodying the value of "kuliana" (responsibility to the community) and recognizing how their choices affect others. One participant said the training "puts new meaning into what I do and what I don't do." WCRC staff also saw an increase in civic action among youth in the training program.

As young people move through the MA'O pipeline, they gain skills selling a high-demand and socially responsible product: affordable, healthy food. More youth are beginning to see farming as a viable future career and a welcome alternative to leaving the community for work. WCRC is attempting to gain accreditation so that its two-year associate degree applies towards a four-year college degree in the University of Hawaii system; if successful, WCRC will open up a wider range of career opportunities to potentially hundreds of young people and further revitalize Wai'anāe's local food economy.

WAIPA FOUNDATION



Project Title:	Waipa Community Kitchen and Business Incubator Project
Award Amount:	\$530,491
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 7 full-time equivalent jobs created
- \$1,252,731 in resources leveraged
- 24 individuals trained
- 25 partnerships formed

BACKGROUND

The Waipa Foundation (WF) is a nonprofit organization located on the north shore of the island of Kauai'i, Hawaii, within the Waipa valley. Owned by Kamehameha Schools (KMS) and managed by WF since 1994, the Waipa valley is a 1,600-acre ahupua'a, a division of land running from the top of a mountain ridge to the sea. Traditionally, ahupua'as were sustainable and interdependent agricultural communities, but now only a few ahupua'a (including Waipa) remain undeveloped and undivided. In the 1980s, KMS planned to develop a luxury gated community in the valley, but WF leadership presented an alternative vision of restoring the ahupua'a as a Hawaiian community gathering place and creating a sustainable model for land use management. Their advocacy prompted KMS to halt development and eventually become WF's strongest donor and partner.

One of the foundation's goals is to provide diverse economic opportunities in the valley; many Native Hawaiians have few options for work outside of service-level jobs in the tourism industry. Several families in the ahupua'a farm traditional staples (such as the taro root) and sell value-added food products; however, sales are limited due to the absence of a Department of Health certified commercial kitchen. To address this barrier, WF and KMS planned to construct a certified commercial kitchen in 2008 to lease by the hour to community entrepreneurs.

PURPOSE AND OBJECTIVES

The project purpose was to furnish a commercial kitchen and provide community businesses and youth with entrepreneurial training to promote a sustainable local food economy.

The construction of the kitchen and mill was part of a larger initiative, funded by KMS, that was to include a multipurpose meeting space separate from the kitchen complex. Construction plans called for the meeting space to be built before the kitchen and mill. KMS intended to break ground during the project's first year; however, the permitting

agencies did not grant construction permits until spring of the second project year. Because of this delay and changes in the economy, the projected cost of the multipurpose space construction rose by \$1 million. KMS required additional time to raise funds. Due to these constraints, by the end of the second year builders had not yet broken ground for the multipurpose space, and it seemed unlikely the kitchen and mill would be built by the end of the project period.

Thus, WF could not achieve the first project objective, which was to provide equipment and supplies for the kitchen and a poi (taro processing) mill, promote the facility, and provide training for kitchen users. Project staff returned ANA funding related to this objective and focused on other project objectives.

The second objective was to provide community food producers with mentoring, networking assistance, product development, and business support. WF taught 12 community food producers how to apply for a Department of Health certificate to sell value-added food products and secure small business development resources from the Office of Hawaiian Affairs. In addition, WF recruited 32 potential kitchen users, who recognized the value in leasing time at the certified commercial kitchen once it was constructed.

The third objective was to provide entrepreneurship training to youth from the community. Project staff designed the Lima'hana Workforce Training Program for a core group of 24 teenage youth, teaching them to manage sales and food production and providing them with career counseling. The youth organized a dinner fundraiser, which included planning a meal, selling tickets, and managing proceeds; worked at the weekly farmers' market to prepare and

sell produce and practice sales pitches; managed booths at food festivals; and developed a cookbook. The youth also organized catered lunches for 120 children who participated in WF's seasonal camps. In addition to the workforce training program, project staff implemented a Teen Waipa culinary program, where middle school youth worked with a local chef to prepare and present dishes, winning numerous awards at island culinary competitions.

OUTCOMES AND COMMUNITY IMPACT

As a result of this project, at least 24 youth gained skills in creating value-added food products, sustainable cultivation, leadership, and teamwork. Participants also gained an appreciation for a nutritious diet.

Furthermore, 12 food industry entrepreneurs now understand how to obtain certification, and WF has willing producers who will take advantage of the commercial kitchen, once established. As a result of discussions with entrepreneurs, WF staff have a better sense of the community's business management training needs.

By the winter of 2012, KMS trustees provided \$1 million to meet raised costs of the multipurpose space construction. WF expects that KMS will break ground by spring to construct the multipurpose space and kitchen. Once the kitchen is built, WF will move forward with the original project goal to provide food entrepreneurs with training and opportunity to lease the kitchen. In addition, WF will sustain and enhance their youth services over the next three years, having secured a commitment of at least \$300,000 in funding from the Hau'oli Mau Loa Foundation.

PENOBSCOT INDIAN NATION



Project Title:	Penobscot Nation Assets Management Project
Award Amount:	\$301,218
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Mar. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 6 full-time equivalent jobs created
- \$11,997 in resources leveraged
- 7 individuals trained
- 7 partnerships formed

BACKGROUND

The Penobscot people originally inhabited the entire Penobscot River Watershed in Maine, an area spanning over 10 million acres. By the mid-1830s, the tribe's land base had been reduced to 4,445 acres by illegitimate land claims made by the states of Massachusetts and Maine. In 1980, the Maine Indian Claims Settlement Act resulted in an \$81.5 million settlement to the Penobscot Nation. By 2009, using the settlement and motivated by the community goal of acquiring and exercising sovereign jurisdiction over land in the watershed, the tribe had acquired 93,451 acres.

In the mid-1980s, as construction projects increased on tribal land and as buildings and water, sewer, and road systems began to require upgrades, the tribe recognized an important facet of sovereignty was systematic, government-wide management of assets. Without a system for tracking and

valuing assets, the tribe was often unaware of the replacement costs, repair and maintenance needs, capacity, and the economic value of existing infrastructure, making it difficult to manage commercial and residential growth.

PURPOSE AND OBJECTIVES

The purpose of this project was to foster effective self-governance of tribal infrastructure and other physical assets, as a basis for ensuring long term economic self-sufficiency. The project's objective was for the project staff and an Assets Advisory Group (AAG) to successfully establish a comprehensive database for management and valuation of all tribal infrastructure assets on reservation and trust lands.

Prior to this project, the tribe established an AAG as an inter-departmental tribal government effort to coordinate the improvement of assets management. Formed of the directors of eight tribal departments, the AAG met frequently prior to the project's commencement to discuss the use of the assets management software and database they had purchased. This tool, called Cartegraph, is a suite of software applications incorporating Geographic Information Systems GIS data and

facilitating infrastructure management and workflow management. In order to effectively use Cartegraph, project staff purchased additional equipment and software, including network switches to improve connection speeds, GPS locators, and additional modules of the Cartegraph software.

While obtaining and updating the infrastructure management equipment, the project director hired a computer technician, an archeology field technician, and a trust responsibilities data clerk to support the project. The project director encountered some initial difficulty in hiring these project staff, and due to this late start, several other key project activities were delayed, including the installation of hardware and staff training. To complete project activities, the project director requested, and was granted, a 6-month no-cost extension.

With the additional time, project staff received ongoing training in using the GPS locators and the Cartegraph system. Seven staff members used knowledge gained from the trainings to gather mapping data on road and pipe infrastructure and inspect sewer lines. Staff also gathered necessary archeological and historical data to create maps displaying archeological and historic assets, as well as property and deed data to map reservation and trust land parcels. Once all of the data was collected, project staff began the time-intensive process of entering it into the GIS and Cartegraph data storing systems. By the end of the project, staff learned how to develop database reports and make GIS mapping data file structures compatible with the Cartegraph database. Project staff continue to work with various tribal departments, gathering the requisite data needed to map infrastructure assets on the tribe's reservation and trust lands.

OUTCOMES AND COMMUNITY IMPACT

Through this project, the tribe significantly increased its capacity to collect, organize, and map data on tribal assets. With the increased knowledge of where such assets are located, the introduction of a central data repository, and a well-maintained record of current infrastructure, the tribe will be better equipped to make collaborative, cross-departmental decisions in assets management.

Additionally, according to project staff, the project has given the tribal community a better understanding of where tribal artifacts are located, which they believe will aid the tribe in preserving and promoting Penobscot heritage. Moreover, the community has increased its knowledge of how tribal land is fractionated, which will be useful in resolving future land disputes.

BURT LAKE BANK OF OTTAWA AND CHIPPEWA INDIANS



Project Title:	Anishinaabe Bimaadizwin Naagademing (Taking Care of Our Way of Life)
Award Amount:	\$247,351
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 10 elders involved
- 10 youth involved
- \$21,610 in resources leveraged
- 31 individuals trained
- 11 partnerships formed

BACKGROUND

Consisting of 290 enrolled members, the Burt Lake Band (BLB) of Ottawa and Chippewa Indians is a state-recognized tribe in northern Michigan. The tribal homelands are centered near Burt Lake (historically known as Cheboiganing), and a majority of tribal membership is spread into three separate service areas around Brutus (near Burt Lake), Lansing, and Grand Rapids.

Community elders and adults have long expressed a desire for more opportunities to bring membership together, concerned that cultural knowledge, in particular traditional artwork, was not being transferred between generations. This loss is attributed to lack of time and financial resources to travel between their homes and the tribal

homeland. To pass on traditional artwork knowledge and skills, tribal members needed financial assistance to attend trainings and a venue for connecting with artists.

Prior to this grant award, BLB conducted a community survey to determine interest in the art training. The survey affirmed that preserving traditional arts was a community priority. By the time the grant was awarded, a group of interested participants were ready to begin training.

PURPOSE AND OBJECTIVES

The goal of the project was to promote and preserve traditional arts in the BLB community. The objective was to train 12 BLB members in two traditional art forms, bringing them to a level of proficiency at which they could teach others. Project staff also planned to establish a mentorship program in the second year to pair newly trained artists with students eager to learn traditional arts. The traditional arts included, but were not limited to quill box making, black ash basketry, beadwork, leather tanning, leather mitt making, and drum making. Project staff employed master artists to conduct trainings, and provided the

students with stipends for travel costs. Thirteen students registered, received training, and attained teacher-level proficiency by the second year, as evaluated by the master artists. There was an additional group of 18 core community members that also participated regularly in the art trainings. Several students produced high-quality items, such as quill boxes, beaded jewelry, and drums, which project staff marketed by compiling biographies with photographs of their work in a portfolio folder located in the tribal administration building. Each student was equipped with a 10-page marketing pamphlet, created by a business consultant that included guidance on which stores sell native art, how to sell at powwows or art shows, and how to use social media to market products. The students also participated in three regional art shows.

Another component of the project was to establish a mentorship program for tribal members to learn from the artists who gained teacher proficiency. All 13 new artists committed to teaching mentees, and five mentees committed to learning at a pace and location convenient to them. Project staff raised funds to buy a gift basket of art tools and supplies for each mentor artist and to supply them with a monthly \$25 gas card. To sustain the program, mentors and mentees will raise funds, and community members have agreed to donate raw materials, such as sweetgrass and hides. In addition, the Tribal Council passed a resolution to implement a permanent mentorship program once tribal funding becomes available.

OUTCOMES AND COMMUNITY IMPACT

Adults, elders and youth were engaged at the workshops, spending several hours together, exchanging stories and encouraging each other. One young participant gained advanced skills in beadwork and taught the

art to her seventh grade class. Master artists also used the Ottawa language during the workshops and taught spiritual lessons, engaging the students in learning cultural terms.

Six of the artists have been able to supplement their incomes by selling artwork. As a result of this project, the artists now understand how to incorporate the value of their time and talent into the price of their work.

As artists work with mentees to build proficiency, the mentees in turn become proficient as teachers, ensuring that more of the community will learn traditional art skills through this sustainable model. Project staff believe that the artists have learned much more than an art form; they have learned what their ancestors knew, and are keeping that knowledge to share with future generations.

“It was community-oriented, all ages-how it's supposed to be.”

Burt Lake Band Traditional Arts
Project Staff

GRAND TRAVERSE BAND OF OTTAWA AND CHIPPEWA INDIANS



Project Title:	Grand Traverse Band Healthy Relationships
Award Amount:	\$512,223
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2006 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 30 elders involved
- 30 youth involved
- \$14,895 in resources leveraged
- 12 partnerships formed

BACKGROUND

The Grand Traverse Band (GTB) of Ottawa and Chippewa Indians is a self-governed tribe located in the northwest section of Michigan's Lower Peninsula. The tribe is composed of 3,982 members, 46 percent of whom live on the reservation or within the tribe's six-county service area.

Diabetes, obesity, depression, drug abuse and addiction, and achievement gaps in children's reading and math scores are prevalent in the GTB community. In addition, a disproportionately higher percentage of natives in GTB's service region are unmarried when compared to other races. GTB believes poor socioeconomic conditions in the community are related to a lack of stable, committed relationships in families; thus, they sought to provide healthy relationships training for tribal members.

PURPOSE AND OBJECTIVES

The project's purpose was to increase family well-being by improving the relationship skills of adults and youth in the GTB community. The first two objectives were to train GTB behavioral health clinicians in the evidence-based relationship curriculum Practical Application of Intimate Relationship Skills (PAIRS) for youth and adult populations. The PAIRS curriculum includes five levels of expertise. Levels one and two provide a basis of general relationship health training that allows trainers to extend the curriculum to a variety of age groups. As the levels progress, the trainers gain more precise knowledge on building intimacy within couples and are certified to teach specific curricula. By the project's third year, five clinicians completed training in levels one and two of the PAIRS curriculum and three clinicians completed levels one through five; these three clinicians maintained their certification throughout the project. In addition to PAIRS training, staff also attended a training provided by the Native Wellness Institute (NWI) on culturally appropriate relationship-building activities in native communities.

The third objective was to improve relationships among adult couples in the community. Capitalizing on the advanced training staff received, the project director created a 10-week workshop series called PAIRS for LIFE for adult couples that integrated lessons from the PAIRS and NWI curricula, culminating in a “Passion Weekend” retreat. Seven cohorts participated in the 10-week training. Project staff then held three “Passion Weekend” retreats for 155 adults, where couples made vows of commitment and participated in elements of a traditional marriage ceremony. Ninety-five percent of PAIRS for LIFE participants responded on post-workshop surveys that they learned important skills they can apply to their relationships.

The fourth objective was to teach lessons from the PAIRS curricula to youth and provide them with interpersonal skills to improve their relationships. The clinicians held six, 10-week sessions for 30 at-risk youth living in substance abuse foster homes. In addition to participating in classroom instruction, the youth took part in a ropes challenge course where they learned to rely on each other and participate in teamwork exercises. The youth also learned the native tradition of smudging, burning sage and sweet grass to bring in positivity and push out negativity, before each session.

OUTCOMES AND COMMUNITY IMPACT

This project skillfully incorporated cultural practices and wisdom into a non-culturally specific evidence-based curriculum. During the “Passion Weekend,” couples participated in native traditions to solidify their commitment. They received one bowl, to signify they are a unified couple and are no longer two people, and they braided sweet grass as a symbol for braiding each others’ hair, to demonstrate trust. They also received a native Pendleton blanket, wrapped around them both, to symbolize

walking together through life. Learning about these traditions gave couples a cultural model of healthy relationships they could connect to, and non-native spouses gained a deeper appreciation for their spouses’ native identity. The PAIRS curriculum also taught them valuable skills of conflict resolution and healthy interdependency.

Several PAIRS participants indicated a desire to attend the PAIRS classes again or to come in for one-on-one counseling. GTB also secured a Substance and Mental Health Services Administration grant, which includes a funding allotment for relationship training. With community interest and financial support in place, the tribe will be able to sustain its healthy relationship program. The exposure to Ojibwe language and culture gained through this project inspired both participants and visitors to become more involved in other language activities on the reservation. The project participants became role models for language and cultural revitalization in the GTB community, and gained the skills and motivation necessary to pass their knowledge on to future generations.

“The symbolism from these events stays strong.”

PAIRS for LIFE Participant

HURON POTAWATOMI, INC.



Project Title:	Healthy Potawatomi Families
Award Amount:	\$603,274
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 7 elders involved
- 17 youth involved
- \$77,319 in resources leveraged
- 23 individuals trained
- 2 partnerships formed

BACKGROUND

Huron Potawatomi, Inc., also known as the Nottawaseppi Huron Band of the Potawatomi (NHBP), is a federally recognized tribe located in southwest Michigan, with over 670 members living on the Pine Creek Indian Reservation in Fulton and in the seven counties within the tribal service area.

From 2004 to 2006, tribal social service data showed the number of cases involving issues such as conflict between couples, domestic violence, aggression, and alcohol and drug related problems was on the rise. The NHBP Planning Department believed these social issues stemmed from a breakdown in family relationships, and tribal members needed an intervention to provide skills for building strong and stable families.

PURPOSE AND OBJECTIVES

The project purpose was to strengthen NHBP families by providing training in relationship building and parenting. The project's first objective was to serve 40 married couples and improve marital relationship skills of 80 percent of those couples. The project director hired two project coordinators to hold group sessions for the couples at a NHBP site in northern Michigan and at a site in Fulton, where the reservation is located. Unfortunately, significant and continuous turnover occurred with the project coordinator position at the northern site. This required the Fulton site's project coordinator to manage both locations, doubling her workload.

Consequently, all northern site project activities were discontinued. Furthermore, the community at Fulton did not respond to recruitment efforts of project staff. As a result of low participation, project staff discontinued the married couples group sessions at the Fulton site as well.

However, the project coordinator did conduct one-on-one counseling sessions with 10 married couples, 70 percent of whom improved their marriage skills over the course of counseling. In addition, 12

married individuals participated at family camps organized by the tribe. Held twice during the project, the camps involved families in discussions about important character traits that strengthen relationships. Staff shared the Anishinaabe seven grandfather teachings to emphasize the importance of Wisdom, Love, Respect, Bravery, Truth, Humility, and Honesty. Families engaged in discussions of the seven teachings while participating in activities promoting teamwork and togetherness, such as rock climbing, arts and crafts, and making family shields.

The second objective was to serve a minimum of 40 unmarried couples and improve the relationship skills of 80 percent of those couples. Due to low participation, project staff decided to discontinue group sessions for these couples as well, but did hold one-on-one counseling sessions with 15 unmarried couples. Sixty percent of the couples showed improved relationship skills over the course of the sessions, as assessed by the project coordinator. Thirty-eight unmarried individuals also participated in the family camps.

The third objective was to serve a minimum of 40 parent couples and improve the parenting skills of 80 percent of the couples. The project coordinator and five other Huron Potawatomi staff received training in the Nurturing Parenting curriculum from the co-founder of the Family Nurturing Center of Michigan. The project coordinator also received training in the Positive Indian Parenting curriculum from the National Indian Child Welfare Association. Drawing from these curricula, she held one six-week training session, which was consistently attended by two parents and intermittently attended by thirteen other adults. She also provided one-on-one counseling for 23 individual parents, 87 percent of whom

exhibited improved parenting skills as determined through pre-and post-evaluations. Forty-one parents also participated in family camps.

OUTCOMES AND COMMUNITY IMPACT

Although project staff were unable to engage the NHBP community in group sessions, they did learn an important lesson about community involvement. In future projects, NHBP will involve a cross-section of the community in planning and integrate more intergenerational and native concepts into project activities. In addition, project staff learned the community prefers the family camp format of informal learning to lecture-style learning. One-on-one counseling also proved a successful method.

As a result of this project, the community is more aware of one-on-one counseling services available and family camps deepened relationships between families and staff. Additionally, six tribal staff received training in the Positive Indian Parenting curriculum, increasing their capacity to provide vital and culturally sensitive family strengthening services to the community.

Project staff anticipate that the Tribal Council will provide funding for continuation of activities started under this project, and staff have also explored funding partnerships with the tribe's Head Start and juvenile justice programs. As the tribe remodels and expands its existing healthy families programming, it will build upon the foundation of staff capacity and strong tribal and staff relationships built through this project.

FOND DU LAC BAND OF LAKE SUPERIOR CHIPPEWA



Project Title:	Anishinaabemowin Language Immersion Canoe Building (Wiigwaasi- Jiimaan) Project
Award Amount:	\$179,143
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 5 Native American consultants hired
- 145 elders involved
- 650 youth involved
- \$40,175 in resources leveraged
- 9 partnerships formed
- 16 adults increased their ability to speak a native language
- 36 youth increased their ability to speak a native language

BACKGROUND

The Fond du Lac Band of Lake Superior Chippewa has approximately 4,000 members, with a 100,000-acre reservation in northeastern Minnesota. About 1,500 tribal members live on the reservation, and around 2,400 live within a 25-mile radius. Due to various historical factors that profoundly altered the seasonal, nomadic lifestyle of the Chippewa, many tribal members lost touch with their native Ojibwe (also called Anishinaabe) culture and language. A language assessment survey conducted in 2001 found only four fluent Ojibwe speakers

remaining on the Fond du Lac Reservation. Tribal members expressed strong interest in increasing the number of speakers; in response the tribe has created a formalized plan for language revitalization, including language tables, curriculum, and a repository at the Fond du Lac Cultural Center and Museum. The next step was to create a hands-on project where the language could be used in an immersion setting while performing traditional skills.

PURPOSE AND OBJECTIVES

The objective of this project was to plan and conduct three canoe-building sessions held entirely in the Ojibwe language and share the experience of the project with the greater Fond du Lac community. Each summer, the project director hosted an intensive three-week camp on the grounds of the tribal museum. The project had a total of 12 stipend participants, with four additional full-time volunteers. Six stipend participants repeated all three years, and the others completed one or two sessions. An average of 420 visitors per year, from young Head Start classes to elders at the nearby community center, came to the project site to watch the canoe-building and learn

Ojibwe. An expert language instructor stayed on site and provided stipend participants with one hour of organized Ojibwe instruction per day. Canoe-builders and visitors engaged with the language through audio CDs that played Ojibwe words during the sessions, and vocabulary that was visually posted in the canoe-building house. The project produced three canoes, which Project Director Jeff Savage displayed at the tribal casino and various tribal gatherings.

In order to share the project with as many community members as possible, Mr. Savage also created a full-color book describing the canoe-building process with pictures and Ojibwe words, including an audio CD with project vocabulary. He distributed the books and CDs to area schools, tribal colleges, community centers, and libraries, in addition to the project participants and visitors. The book also was the basis for a slideshow presentation, which Mr. Savage shared at community gatherings.

To measure language proficiency, the project director and language instructor developed evaluations, which all stipend participants completed at the beginning and end of the camp. Five respondents stated that they advanced from having no knowledge to a beginner level, two became advanced beginners, three said they moved from beginner to intermediate, and two moved beyond intermediate, one of which reached advanced. Based on his own observations, as well as assessments by the language instructor, the project director reported that the real gains were people becoming more comfortable using Ojibwe, since initially most participants were very reluctant to try speaking the language. Project staff noticed growing levels of effort and comfort over the course of the project; in the second and third years, the focus shifted to the language as people became familiar with the canoe-building process.

OUTCOMES AND COMMUNITY IMPACT

This project made significant contributions to increased fluency, knowledge, and comfort using the Ojibwe language in the Fond du Lac community, while also giving cultural arts skills to tribal members so they can be future teachers and mentors. Using the idea that Anishinaabe traditions and values are woven into the language, Mr. Savage successfully engaged community members through canoe-building in order to preserve both language and cultural skills.

While teaching project participants how to find materials for the birch-bark canoes, the project director also worked extensively with the tribal natural resources department to teach staff how to look for cultural resources, instilling an alternative perception of natural resource management. He incorporated cultural and traditional lessons into all project activities in an effort to give a cultural context to the language.

Additionally, educational entities such as the Fond du Lac Tribal College now include the book and CD as part of their curricula, so the wider native community is benefiting from these cultural resources as well.

“Intergenerational teaching and participation provides the foundation for our culture, and was a cornerstone of our project.”

Jeff Savage, Project and Museum Director

LEECH LAKE BAND OF OJIBWE



Project Title:	Niigaane Ojibwemowin Immersion Project
Award Amount:	\$416,730
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 5 full-time equivalent jobs created
- 5 Native American consultants hired
- 10 elders involved
- 40 youth involved
- \$600,139 in resources leveraged
- 21 individuals trained
- 13 partnerships formed
- 7 people achieved fluency in a native language

BACKGROUND

The Leech Lake Band of Ojibwe has 10,205 enrolled members, with over 4,000 members living on the Leech Lake Reservation in north-central Minnesota. The tribe's traditional language is Ojibwemowin, or Ojibwe. A language assessment survey in 2000 found that there were 96 fluent speakers on the reservation, but this number has quickly diminished as elders pass on. Survey results also identified a strong desire among community members to preserve the language and teach Ojibwemowin to youth.

The Niigaane Ojibwemowin Immersion School was established in 2003 as part of the community's efforts to revitalize the Ojibwe language and culture, with the goal of

improving students' language skills and academic performance. Niigaane operates as a program within the tribally-chartered Bug-O-Nay-Ge-Shig School and at the beginning of this project served 18 students in kindergarten through third grade. Continual assessments conducted by Niigaane staff throughout the school's existence have identified two critical issues: lack of effective teaching methods for delivering academic content in Ojibwe, and lack of training opportunities for those wishing to teach in an immersion setting and achieve fluency in the Ojibwe language.

PURPOSE AND OBJECTIVES

The purpose of this project was to enhance the immersion education of Niigaane students by providing opportunities for teachers to produce curriculum, develop teaching methods, and improve their own Ojibwemowin proficiency. The first objective was to create relevant academic and cultural content for kindergarten through sixth grade, and identify effective teaching methods to deliver the content in Ojibwe. A curriculum team of Niigaane teachers and staff worked with consultants to develop materials for math, reading, and science. Recognizing that language must evolve to keep pace with new concepts and technologies, project staff also organized an

elders roundtable that met quarterly to create new Ojibwe vocabulary to meet needs identified by the teachers. Because the teachers are all second language learners, fluent elders helped keep content grounded in Ojibwe culture by bringing a deeper understanding of traditional knowledge. Additionally, the school's director worked with elders, teachers, and a curriculum writer to develop an Ojibwe phrasebook. Staff continue to expand the phrasebook, and it has become an easily accessible reference tool for the teachers. Using materials produced as part of this project, the curriculum team also developed a database of lesson plans that is reviewed and updated on a weekly basis. Teachers now have a comprehensive catalogue of lessons which include cultural teachings that correspond to state standards and are already in the Ojibwe language.

The second objective was for Niigaane teachers to reach an advanced level of Ojibwemowin proficiency through the development of a master/apprentice program. School staff worked with elders and content specialists to create a training plan for teachers, with individual goals and training strategies. Niigaane's director worked with elders to administer oral proficiency interviews at the beginning, middle, and end of each school year to measure progress and inform training plans. She paired each teacher with a fluent elder to form master/apprentice teams that met as frequently as possible during the school year, with longer work sessions in the summer. As a result, one teacher reached advanced-high on the American Council on the Teaching of Foreign Languages proficiency scale, and one progressed two levels to reach intermediate-low.

School staff also monitored students' language and academic achievements annually. Teachers used subjective

evaluations to assess language proficiency, but they are in the process of developing a standardized assessment method for Niigaane. Academically, staff utilize their own curriculum-based measurements to evaluate students in addition to Minnesota state tests.

OUTCOMES AND COMMUNITY IMPACT

With the support of three very dedicated teachers and a regular group of fluent elders, Niigaane taught 19 students in kindergarten through sixth grade its first year, 27 its second, and 34 its third, reaching 40 youth throughout the project. Teachers reported that the master/apprentice program has been very beneficial, and that this project has provided new training opportunities for those who wish to teach in an immersion setting and learn Ojibwe. Simply having people who are willing to speak Ojibwemowin with those who want to learn contributes to the community's sense of native identity, and helps develop the language skills of teachers and students.

As teachers and school staff gained proficiency and comfort with the Ojibwe language, they observed many positive results for the students as well. The teachers, elders, and administrators reported increased language proficiency in every child at the school, with three youth achieving fluency at their grade level. Niigaane students also consistently met or exceeded the scores of their English-speaking peers on state academic tests. Elders and teachers reported seeing greater respect, tolerance, patience, and confidence in the students, who are more connected to their native identity as a result of their experiences at Niigaane.

"We are starting to see the possibilities of reclaiming and rebuilding the Ojibwe identity."

Naabekwea Liberty, Niigaane Teacher

MIGIZI COMMUNICATIONS, INC.



Project Title:	American Indian Cultural and Economic Corridor Development Project
Award Amount:	\$876,997
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 4 Native American consultants hired
- 400 elders involved
- 423 youth involved
- \$171,429 in resources leveraged
- 280 individuals trained
- 19 partnerships formed

BACKGROUND

Migizi Communications, Inc. is a native nonprofit located in Minneapolis, Minnesota. According to the 2000 census, 8,378 Native Americans reside in Minneapolis, with the greatest concentration in the Phillips neighborhood. This is where one of the only geographically identifiable urban Indian communities in the nation has existed since thousands of native people, mainly Ojibwe and Dakota/Lakota, began coming in from surrounding areas in the 1950s. The main thoroughfare of Phillips is Franklin Avenue, which was the original home of the American Indian Movement, and now boasts many Indian-owned businesses.

Migizi (“bald eagle” in Ojibwe) started training radio journalists in 1977, as a way to present news from a Native American perspective. There are now two pillars of Migizi: educational support programming with Minneapolis public schools, and New Media Pathways. Over the course of its history, Migizi trained journalists, produced the country’s first Indian news magazine to be distributed nation-wide, and given a voice to at-risk Indian youth through media and communications training.

PURPOSE AND OBJECTIVES

Over the past three years, community leaders throughout Minneapolis, including Migizi staff and partners, have worked together to “transform the American Indian community for the 21st century, while preserving and strengthening indigenous values and assets.” As part of that effort, the purpose of this project was to enhance the capacity of the urban Indian community in Minneapolis to seize local entrepreneurial opportunities.

The first objective was to engage at least 400 people in a community-driven process to develop a master plan for a physical and virtual cultural and economic corridor. To

accomplish this, project staff held nearly 60 events, including listening sessions and design charrettes, involving 1,238 members of the Native American community over a two-year period. As a result of this process, the “American Indian Community Blueprint” was unveiled in the spring of 2010, and 750 individuals have officially endorsed the plan. The blueprint defines a vision for the future of the Indian community in Minneapolis, and identifies strategies for establishing housing, educational, business, social, and cultural services. Over 1,200 copies of the plan have been distributed, and it is available to the general community online through Migizi’s main project partner, the Native American Community Development Institute. Numerous Indian-owned businesses have been established on Franklin Avenue since the corridor opened in May 2010, including the All My Relations Gallery, Mille Lacs Bank, and Northland Visions gift shop.

The second objective was for 150 Indian youth to complete 400 hours of technology, media, and entrepreneurial training in preparation for implementation of the master plan. By the end of the third year, over 290 middle and high school youth had completed media training through community media teams, summer media institutes, and technology, media and entrepreneurship courses in four Minneapolis public schools. Performance assessments showed that all students advanced their knowledge and skills in multi-media production and entrepreneurship, with most showing significant improvement. The total hours of production exceeded 13,000, resulting in about 25 media projects, such as public service announcements, documentaries, and a teen suicide prevention initiative. These projects produced by the youth generated \$101,157 in income, and were contracted by various local and civic entities.

The third objective was to identify and explore, as a result of the master planning process, a minimum of three cooperative enterprise development opportunities for Indian youth and adults. During the summer of the third year, 21 students produced four enterprise ideas, which were further developed into businesses plans with the help of mentors. Students then presented their plans to a panel of local business owners and community members.

OUTCOMES AND COMMUNITY IMPACT

The master plan and the opening of the economic and cultural corridor have provided a road map and a sense of hope, creating a collective vision that did not previously exist. The community is reclaiming the physical geography of the neighborhood, and is creating a better future for individuals and families. With more economic and cultural opportunities in the Phillips neighborhood, native youth can see a future in the area, and families have a stronger reason to stay there. Project staff reported that the inclusiveness of the community planning and development process has empowered people, giving them a voice they usually do not have in the larger Minneapolis community.

The project not only promoted grassroots community development, but also gave youth a sense of achievement and responsibility through media and entrepreneurial training. Students gained software and media skills that can be directly applied to jobs and higher education, and learned how to form successful business plans. Through this project, youth developed their ability to express themselves with media technology and storytelling, while also improving their own self image and reconnecting with their native identity.

RED LAKE BAND OF CHIPPEWA INDIANS



Project Title:	Red Lake Path of Life Project
Award Amount:	\$1,005,874
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2006 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 2 Native American consultants hired
- \$9,600 in resources leveraged
- 37 individuals trained
- 12 partnerships formed

BACKGROUND

The Red Lake Band of Chippewa Indians has a total population of 7,618 members, with a reservation located in northwestern Minnesota. The reservation covers 1,259 square miles and is very rural, made up of forests, wetlands, and two large freshwater lakes. It is unique among reservations in Minnesota for being entirely owned by the tribe, and is made up of four main communities: Little Rock, Red Lake, Redby, and Ponemah.

The people of the Red Lake Band are Ojibwe, also known as Anishinaabe. The community has been able to maintain much of its native language, religion, and customs. However, a lack of housing, high crime rates, high unemployment, and a legacy of historical grief are among issues faced by the tribe. These problems also represent

barriers to healthy marriage, and are reasons why Red Lake has a pressing need to build a matrix of strong families and communities through healthy relationships and marriage.

PURPOSE AND OBJECTIVES

The first objective was for 14 role model couples at Red Lake to provide mentoring and education about healthy relationship and marriage skills to at least 12 at-risk couples, who would increase their knowledge in these areas by 25 percent. Project staff estimated they had 20 to 25 mentor couples who worked with at least 12 at-risk couples over the five-year project. Couples and individuals acted as mentors, and together contributed 9,694 hours of service. Mentors and instructors volunteered much of their time, but also collected weekly stipends to help them commit more time to the project. Mentors received certification in marital education training provided by project staff, and offered guidance to other couples primarily through group activities, with some individual sessions. Participants completed pre- and post-evaluations at each activity, and project staff recorded a 47 percent increase in knowledge of healthy relationship skills in the fifth project year.

The second objective was for at least 18 married couples to strengthen their relationships and increase their marriage skills by 50 percent through participation in marital education workshops and family or couples activities. Overall, the project provided 657 hours of training to participants through marital workshops, relationship courses, and traditional and modern dance. During the first three years of the project, a certified instructor administered Gottman Institute healthy marriage and relationships training. In the last two years, Project Coordinator Frances Miller conducted workshops using a healthy relationship manual developed under the fourth objective of this project. Ms. Miller reported that 15 couples strengthened their relationships by 92 percent in the fifth year, and believes this is representative of the whole project period.

The third objective was for 20 individuals, who may be part of a married or engaged couple, to increase their knowledge of and skills in communication, conflict resolution and commitment by 25 percent through participation in a marital education course, couple mentoring sessions, and annual retreats. Project staff measured that 20 individuals increased their knowledge by 92 percent in year five, and the project coordinator distributed certificates in healthy marriage and healthy relationship training to an estimated 15 people total.

The fourth objective was to hold a focus group consisting of couples and individuals to test the Red Lake marriage education course, based on the manual developed by project staff, and to incorporate the results into the course. A focus group made up of 10 people met and provided feedback on two draft manuals, one that reflected more modern views of marriage, and one based heavily on traditional Ojibwe teachings. This process resulted in a final manual titled “Path of Life/Wiijiwaagaan: Introduction to

Healthy Relationships and Native Wellness,” based on input from project staff, mentors, and community members.

Unfortunately, the original project co-coordinator and partner of Ms. Miller, Richard Graves, passed away during year three. The mourning period resulted in some additional challenges, and although an assistant joined the project, many records from the first three years were inaccessible. As a result, project staff had to estimate final numbers, and were unable to provide formal analysis of the pre- and post-evaluations.

OUTCOMES AND COMMUNITY IMPACT

Despite the challenges, Ms. Miller is confident the project achieved its intended goals. The workshops and activities made participants, as well as mentors, realize that their behaviors and values were being passed on to their children, helping many to positively change their ways. After participating in this program, two couples married, some individuals found full-time jobs, and others started their own efforts to improve community wellness. In addition to increased knowledge of healthy relationship and marriage skills, staff also witnessed increased self-esteem in project participants.

Furthermore, all participants, staff, mentors, and volunteers learned more about Ojibwe values and how they apply to relationships. For example, during the traditional and modern dance classes, instructors talked about how dancing relates to healthy relationship skills as well as culture. The activities and workshops also provided a routine and a chance to socialize for many community members, and stipends allowed volunteers and participants to attend even if they were in difficult financial situations. This project has strengthened the Red Lake community for years to come by teaching people about cultural values such as respect, communication, and family.

BLACKFEET TRIBAL BUSINESS COUNCIL



Project Title:	Improving the Well-Being of Children – Healthy Marriage Initiative
Award Amount:	\$982,871
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2006 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 1 Native American consultant hired
- 100 elders involved
- 500 youth involved
- \$31,970 in resources leveraged
- 50 individuals trained
- 21 partnerships formed

BACKGROUND

The Blackfeet Nation, with nearly 16,000 members, has roughly 8,500 tribal residents within reservation boundaries. On the reservation, the average annual income is under \$6,000, and the unemployment rate is over 70 percent. In this challenging climate, there are myriad social problems, including low high school graduation rates (only 35 percent) and high rates of substance abuse, addiction, and domestic violence.

To address the tribe's economic and social problems, the Blackfeet Nation's governing body, the Blackfeet Tribal Business Council, uses the services of the Blackfeet Manpower Program, a "one-stop" center promoting employability through education, training,

advocacy, case management, and support services. Though Blackfeet Manpower's primary objectives are to improve the quality of the workforce, reduce welfare dependency, and enhance the competitiveness of the Blackfeet economy, Manpower staff members also work to address issues affecting the health, well-being, and quality of life of tribal members, including 2,217 welfare recipients enrolled in Manpower's Temporary Assistance to Needy Families (TANF) program. In a 2006 survey on relationship skills, 30 percent of tribal TANF recipients reported that drugs and alcohol hindered their relationships, 27 percent expressed a need to improve communication skills, and 17 percent reported domestic violence.

PURPOSE AND OBJECTIVES

The project's purpose was to increase the percentage of married couples in healthy marriages, equip unmarried couples with the skills to form and sustain healthy marriages, provide native youth and young adults with knowledge to make informed decisions about healthy relationships, reduce domestic violence, enhance communication within relationships, and provide a more positive family structure for the well-being and

development of Blackfeet children. In the first year of the project, the main objective was to select and adapt a healthy marriage curriculum to the cultural needs of the Blackfeet community and to train staff members in the curriculum. To accomplish this, the project team selected the Love's Cradle Healthy Marriage curriculum, conducted four community focus groups to identify community relationship themes, modified the curriculum, and ensured that four staff members received training.

In year two, the project team focused on providing training to community members. Recruiting participants from the TANF program, project trainers provided 21 two-hour sessions of Love's Cradle healthy relationship training to 150 couples. Each TANF couple completing the training received continuing work investment hours from Blackfeet TANF and ongoing information about job opportunities from Manpower's one-stop center. All trainees completed pre- and post-tests at each session, enabling trainers to assess learning.

In years three and four, project staff provided a 14-session Love's Cradle program for 360 individuals treated in the tribe's chemical dependency program, facilitated healthy relationship classes for 101 students at reservation schools and over 300 youth at summer camps, co-hosted a "Male Influence in My Life" poster contest for 120 children, and provided training of trainers (ToT) training for 25 married couples, nine of which would later serve the program as community trainers. Project staff used talking circles, cultural activities, games, and peer-to-peer teaching methods to make lessons accessible and interesting for participants. New community trainers (from the ToT program) were utilized in some of the trainings, and they focused on wide-ranging issues, including the importance of sustaining healthy relationships for the well-being of children. Project staff also

conducted an ongoing public outreach campaign, setting up booths at community events, festivals, and gatherings, engaging in discussion with clergy and congregations of various religious denominations, and promoting a tribally-sanctioned Blackfeet Reservation Marriage Initiative, with events and activities occurring on Valentine's Day in years three, four, and five.

In year five, turnover of key staff members resulted in fewer trainings being conducted. New project team members, however, continued outreach activities and worked steadfastly to ensure that the program would continue, creating a referral process for at-risk couples and bringing together tribal programs (including the tribe's housing department, drug and alcohol treatment center, Blackfeet Community College, and the Community Management Team) to allow community healthy marriage instruction and project services to continue.

OUTCOMES AND COMMUNITY IMPACT

According to project staff, hundreds of community members, including couples, tribal youth, church congregations, drug and alcohol rehabilitation clients, and others benefitted from the project. After analyzing hundreds of pre- and post-tests completed by trainees, the project team learned that there had been a statistically significant reduction among project participants in domestic violence, psychological aggression, and sexual coercion; and an increase in negotiation behaviors and other positive habits. Consultant Billy Jo Kipp commented on how newly learned conflict resolution and communication skills have helped participants: "There is less yelling in the homes of our participants, which undoubtedly improves the sense of security of children in those families. The couples who stay together will benefit the welfare of the children and enhance our survival as Blackfeet people."

NKWUSM



Project Title:	Salish Language Academic Curriculum Development
Award Amount:	\$720,640
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 7 full-time equivalent jobs created
- 6 elders involved
- 27 youth involved
- \$132,885 in resources leveraged
- 58 individuals trained
- 14 partnerships formed
- 27 youth increased their ability to speak a native language
- 21 adults increased their ability to speak a native language

BACKGROUND

In 2002, the 501(c)(3) nonprofit Nkwusm Salish Language Revitalization Institute opened a language survival school in Arlee, Montana, on the Flathead Reservation. The reservation is home to the 7,500 member Confederated Tribes of the Salish and Kootenai, including 60 fluent, first language speakers of the Salish Pend D'Oreille dialect. Between 2002 and 2011, over 30 fluent speakers passed away.

Nkwusm provides a complete education in the Salish language, mathematics, science, and social studies, and is dedicated to the promotion and preservation of the Salish

language and culture. Most of Nkwusm's curriculum is taught in Salish. In 2008, the school provided 39 students an average of 1,200 hours per year of instruction through the Salish language. Prior to this project, between 2002 and 2008, the school had succeeded in creating 10 highly proficient speakers of the language.

PURPOSE AND OBJECTIVES

The project's purpose was to enhance school instruction by creating teaching and learning materials, guides, and assessment tools facilitating a more effective, sequenced, and systematic kindergarten through eighth grade course of study. The first objective was to create a nine-level, culturally relevant curriculum guide in Salish language arts, mathematics, and science, and to develop high quality teaching and learning materials for primary level students. To accomplish this, the Nkwusm executive director created a curriculum department, comprised of a curriculum director and five curriculum specialists, who worked for three years with three fluent language specialists and three Nkwusm teachers to create nine levels of kindergarten through eighth grade curriculum in four disciplines: Salish language, mathematics, science, and social studies. The end product, the 128-page

“Changing Seasons Curriculum,” elucidated Nkwusm principles, values, and beliefs; described the Nkwusm language immersion model; and outlined standards and benchmarks for each grade level. The department produced five lessons with instructional aides for each curriculum level in each subject. Moreover, with help from with six local artists and several community members and story tellers, the team wrote or assembled 25 professionally published primary level children's books, all in Salish, with illustrations and pictures.

The second objective was to create a Salish fluency level assessment instrument to gauge student mastery of oral fluency, grammar, vocabulary, and listening comprehension, and to provide an evaluative measure of instruction. To achieve this, Nkwusm’s executive director formed a partnership with the Center for Applied Linguistics (CAL), a nationally-recognized Washington, DC-based nonprofit organization that provides wide ranging services, information, and resources related to language and culture.

Using the American Council on the Teaching of Foreign Languages (ACTFL) English fluency assessment standards as a guide, CAL consultants worked with Nkwusm staff to develop an oral proficiency rating scale for the Salish language. The Nkwusm/CAL team created the scale by inserting Salish language structures and functions into ACTFL’s structured rubric and modifying it to include features unique to the Salish language. After creating the assessment standards, the team, using CAL’s Student Oral Proficiency Assessment (SOPA) instrument as a template, created a set of language usage tasks to assess student knowledge and skill in Salish. The tool they developed enabled Nkwusm staff to evaluate the extent to which students can use key Salish grammatical structures, speak with fluency, and understand vocabulary. Next,

CAL consultants provided SOPA training for 15 Nkwusm staff members. After completing the training, staff began to test the tasks with students, eventually integrating this process into the curriculum.

In addition to developing curricula, materials, and language assessment tools, the Nkwusm team made efforts to share its expertise with the reservation community, providing 43 teachers from reservation school districts with training in Salish language teaching methodologies and Total Physical Response storytelling.

OUTCOMES AND COMMUNITY IMPACT

The project enabled the Nkwusm team to develop an academic curriculum and Salish language fluency assessment standards, create a significant number of high quality books and learning materials, and train staff and others in teaching and assessment. New materials include 25 published books and dozens of unpublished books utilizing Salish coyote stories, contemporary tales, and original stories written by team members. The books are already being used by teachers and youth at each curriculum level.

According to curriculum specialist Chaney Bell, the new curriculum is already benefitting Nkwusm: “The curriculum benchmarks for each subject at each grade level serve as a useful tool, enabling teachers to ensure that kids learn the Salish language and life ways while ensuring that generally accepted academic standards are met.” Executive Director Tachini Pete stated the new language proficiency assessment standards were also having an immediate impact: “The standards and SOPA tasks have helped us see what is lacking in our current program of instruction, pointing out what we know and what we don't know. We now know what gaps we have to fill in our teaching and learning, and we can modify what we're doing to more effectively and efficiently encourage language development.

PIEGAN INSTITUTE, INC.



Project Title:	Nizipuhwahsin Blackfeet Immersion Program
Award Amount:	\$599,068
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 40 elders involved
- 24 youth involved
- 5 individuals trained
- 4 partnerships formed
- 3 language teachers trained
- 25 youth increased their ability to speak a native language
- 10 adults increased their ability to speak a native language
- 12 people achieved fluency in a native language

BACKGROUND

The Piegan Institute, founded in 1987, is a 501(c)(3) nonprofit organization located in Browning, Montana, created to research, promote, and preserve the language of the Blackfeet Nation. Of the Blackfeet Nation's 15,743 people, only 20 are fluent speakers, most of whom are over 70 years of age.

Between 1996 and 2008, Piegan Institute programs succeeded in creating 13 proficient Blackfoot speakers, all children in Piegan's Cutwood or Nizipuhwahsin

School. The Nizipuhwahsin School has 25 students in kindergarten through eighth grade. Since 1995, when the school opened, 102 students have graduated. Almost all of these students have demonstrated success at higher levels of education, becoming the best students in their high schools, regularly going on to college, and having careers in business, the military, and other endeavors. This is in stark contrast to the majority of youth on the Blackfeet Reservation, 65 percent of whom do not even graduate from high school.

PURPOSE AND OBJECTIVES

The purpose of the project was to increase the number of fluent, proficient Blackfeet speakers, and to build the capacity of Nizipuhwahsin immersion program staff to provide ongoing instruction using a Blackfeet language medium.

The first objective was to train at least three prospective teachers to be fluent in the Blackfeet language and able to teach kindergarten through eighth grade immersion classes. In year one, the school's master teacher and executive director worked together to train an apprentice teacher in Blackfeet and in language teaching methodologies, particularly in

active language techniques such as Total Physical Response. The apprentice learned by observing experienced teachers, teaching in teams and alone, developing curricula and lesson plans, creating language teaching materials, assessing student learning, and performing other functions required of Nizipuhwahsin teachers. In years two and three, Nizipuhwahsin staff and two new apprentices repeated the process, resulting in two more apprentices learning the Blackfoot language and being prepared to teach in an immersion setting. The new teachers learned not only how to teach the language, but also how to teach other subjects, such as math, science, and social studies, using both Blackfoot and English as media for instruction. During the project, two experienced teachers also received Blackfoot language training, improving their ability to use and teach the language.

The second objective was to graduate 12 children from the Nizipuhwahsin program with high level conversational Blackfeet language speaking skills, placing special emphasis on seventh and eighth grade students. To accomplish this, teachers and apprentices used a 60-lesson linguistics-based language curriculum developed in partnership with the University of Montana to teach the school's older youth. Because the class sizes at Nizipuhwahsin are very small, teachers were able to assess understanding and proficiency on an ongoing basis with each student, moving ahead based on how effectively students mastered the material and how well they were able to converse with teachers and elder speakers. Additionally, students were given various opportunities each year to use the language outside of school, including at traditional tribal and community ceremonies. These events enabled them to share what they had learned and to celebrate

their Blackfeet heritage with the larger community.

OUTCOMES AND COMMUNITY IMPACT

During the project period, senior teachers and the Piegan Institute's executive director were able to prepare three new instructors for the rigors of teaching at the Nizipuhwahsin School, facilitating within them a strong understanding of the Blackfoot language and how to teach using immersion techniques. Two of these teachers currently work at the school, providing students with the tools to use their language and to succeed in society at large.

Ten students developed a deep conversational proficiency in the Blackfoot language, and each of the school's students, at least 25 in three years, significantly improved their ability to speak the language. According to project staff, the Cutswood youth are very respected by tribal members, and are often utilized to deliver opening prayers at ceremonies, weddings, and funerals. These students are expected by tribal members to be the main carriers of the language into the distant future. "We are trying to produce fluent speakers in small chunks – maybe four or five a year," said Darrell Kipp, Piegan Institute Executive Director, "and if we can do this over an extended period of time, we'll be able to create a community of speakers who will be able to use the Blackfoot language long into the future."

"Our most important focus, above all other things, is to teach the language to the kids, to keep the Blackfoot language alive. We try to remember that and to incorporate it into everything we do."

Darrell Kipp, Piegan Institute
Executive Director

NATIONAL INDIAN COUNCIL ON AGING



Project Title: Helping Grandparents Raise Grandchildren Across Indian Country

Award Amount: \$495,958

Type of Grant: Social and Economic Development

Project Period: Sept. 2008 – Sept. 2011

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 117 elders involved
- 135 youth involved
- \$7,692 in resources leveraged
- 26 partnerships formed

BACKGROUND

Located in Albuquerque, the National Indian Council on Aging (NICOA) is a national nonprofit member organization that advocates for health and social services for American Indian and Alaska Native elders. NICOA's membership consists of approximately 2,000 native elders age 55 and above from the 12 areas of the Bureau of Indian Affairs.

Recognizing that 56 percent of American Indian and Alaska Natives are the primary caretakers of grandchildren, NICOA saw a need to create support systems for grandparents. Grandparents raising grandchildren provide stability; however, they sometimes struggle to take care of the financial, emotional, and physical health of a family. Some feel grief, stress, and anxiety,

having assumed this role due to their children being in crisis.

PURPOSE AND OBJECTIVES

The purpose of this project was to assist grandparents raising grandchildren through support groups, benefits counseling, legal referrals, and educational materials. The project focused on working with elders from the Comanche Nation in southwestern Oklahoma, the Laguna Pueblo in central New Mexico, and with First Nations Community Healthsource in Albuquerque.

The first project objective was to assist at least 200 grandparents and/or grandchildren with benefits assessments, legal referrals, and support groups in each of the three target tribes and organizations. Project associates were hired at the three sites and provided services to 135 grandchildren and 117 grandparents through home visits and support group meetings. Project associates did not collect records of how many people received benefits assessments or legal referrals.

Attendance at group support sessions and outreach meetings was not consistent at any of the three sites. The project design rested

on the assumption that grandparents would freely join group settings and meetings with project associates, but project staff learned this assumption was not true for their communities. Due to challenges in recruiting participants, project associates did not provide the level of services planned.

Staff turnover in the project director position within the first two years also slowed the project's momentum; a project administrator was hired to fill this role midway through the third year. Working with NICOA's executive director, the project administrator shifted the project focus away from on-site services to the development of an internet platform to reach grandparents in an anonymous and convenient manner. NICOA developed a draft Web site featuring nine frequently asked questions fact sheets that covered topics relevant to grandparents, including: how to address challenges in raising young people, how to handle emotions, how to make time for rest, and how to register for social service benefits. The project administrator gathered information for these sheets from in-depth interviews with 24 social service professionals who work closely with grandparents and were able to provide frequently asked questions and answers.

To achieve the second objective, to disseminate a guide of best practices and recommended interventions for professionals assisting grandparents raising grandchildren, project staff developed a how-to guide for social services personnel and included it on the Web site. By the end of the project period, the Web site development was near completion, with a projected launch date of winter 2012. Prior to the launch, NICOA planned to share the website with tribal programs serving elders and tribal leaders to solicit feedback on the utility of the site.

OUTCOMES AND COMMUNITY IMPACT

The Web site provides an online support group for grandparents raising grandchildren, who often feel alone in their struggles. Once the site is live, grandparents will be able to find social services in their area and post questions anonymously to receive answers from professionals. While benefiting thousands of people, the website is a scalable model; the infrastructure is in place and will take little staff time to maintain.

Through project implementation, NICOA learned important lessons about recruiting grandparent participation. Most grandparents did not wish to share concerns publically, some feared qualifying for benefits entailed disclosure of reasons their children are unable to parent, and many lacked the time, transportation, or access to daycare to attend support group sessions. These valuable lessons will inform NICOA's future programming.

Furthermore, through development of fact sheets, NICOA is now able to fully articulate the problems associated with grandparents raising grandchildren to policymakers. With added awareness of this issue, project staff hope more policies and programs will arise to complement NICOA's important and timely work with grandparents raising grandchildren.

PUEBLO OF POJOAQUE



Project Title:	Pueblo of Pojoaque Nutrition Project
Award Amount:	\$526,528
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 5 full-time equivalent jobs created
- 4 elders involved
- 30 youth involved
- \$178,000 in resources leveraged
- 43 individuals trained
- 9 partnerships formed

BACKGROUND

The Pueblo of Pojoaque is located 15 miles north of Santa Fe, New Mexico in the Rio Grande Valley, and has been a federally recognized tribal reservation since the 1930s. As of 2009, the pueblo had approximately 400 enrolled tribal members.

The reservation is geographically isolated; with only one retail grocery store within 15 miles, access to fresh produce is limited. In 2004, the tribal administration established a Department of Agriculture to teach community members sustainable and traditional farming methods and improve community health by developing a farm. The pueblo began developing the 12-acre farm site in that same year, along with a cultural gathering space called the Family Learning Center (FLC).

PURPOSE AND OBJECTIVES

The purpose of this project was to improve the pueblo's nutrition and local food economy by expanding capacity of the pueblo farm, and by teaching the community about healthy diets and culinary arts at the FLC.

The first objective was to increase production and capacity of the farm and provide fresh produce to two tribal programs. The pueblo hired an agricultural director and a farm operator with extensive experience to increase farm production. Under the agricultural director's leadership, project staff were able to plant 490 fruit trees and vines, harvest 3,200 pounds of tomatoes, zucchini, watermelon, cucumbers, jalapenos, and onions, and produce 2,500 pounds of blue corn meal. Impressively, staff reached these production levels in spite of a water shortage that resulted from drought conditions and a series of devastating fires in 2011. Staff shared the harvest with the community, including over 30 children at the pueblo's Early Childhood Development Center and FLC, and 40 adults and elders at the Senior Center.

The agricultural director applied innovative techniques to maximize safety of food produced, using organic pest repellents and rotating crops to eliminate the need for inorganic fertilizers and pesticides and to keep the soil nutrient-rich. She also consulted with elders and farmers in the Rio Grande Valley to deepen her understanding of dry season and traditional farming.

The second objective was to improve nutrition of 60 tribal youth and adults by providing hands-on culinary classes at the FLC. To accommodate classes, project staff renovated the center to include a kitchen and planted a garden outside of the building. The FLC director taught weekly classes in healthy, ceremonial, and traditional cooking to three groups: Early Childhood Development Center children, Boys and Girls Club youth, and the larger pueblo community. Thirty youth and 75 adults greatly benefited from classes by learning ideas to decrease obesity and diabetes, and by reconnecting with traditional practices, such as using a *horno* (clay oven).

The third objective was to provide educational workshops and classes in sustainable agriculture for the entire pueblo community. The FLC director implemented an Edible Classroom project, and 200 youth took field trips to the farm to learn how to work in the orchard, plant and harvest garden vegetables, plan a menu, and cook lunch with the produce harvested. Project staff also coordinated 10 Growers Outreach seminars at sites throughout the area, teaching 40 tribal and non-tribal community members about sustainable agricultural practices at locally-owned farms.

OUTCOMES AND COMMUNITY IMPACT

This project connected the pueblo to traditional cultivation methods, such as waffle gardens and terraces, which staff

reintroduced to the farm. Staff also discovered heirloom and traditional seeds, enabling the pueblo to enjoy the same crop varieties as their ancestors.

As a result of this project, the pueblo farm has expanded production and families have started home gardens and the entire community has greater food security. With the assistance of project staff, six individuals grew more than enough for their households, and sold the excess at the Pojoaque farmers' market. In addition, local growers have a social network to share information about cultivation and dry climate farming.

Due to renovation, the FLC is a more comprehensive center where youth can learn about cooking, food processing, and traditional arts such as drum making, pottery, and basket weaving. Furthermore, tribal members understand that a diet full of fruits and vegetables is a powerful tool against diabetes and obesity as a result of FLC classes.

At the conclusion of this project, the pueblo secured a new grant that will finance construction of a well, insuring against fire-induced water shortages in the future. With the well in place, the agriculture department plans to explore other avenues of financial sustainability, such as expanding the Pojoaque farmer's market.

Agricultural Director Frances D. Quintana said, "The time is going to come when you grow your own food." The pueblo has invested in their farm and in nurturing generations of future growers; they will be prepared when that time comes.

SHIPROCK HOME FOR WOMEN AND CHILDREN



Project Title:	The Navajo Healthy Marriage Opportunities Project
Award Amount:	\$1,011,850
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2006 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- \$18,493 in resources leveraged
- 16 partnerships formed
- 310 couples served

BACKGROUND

The Shiprock Home for Women and Children is a nonprofit domestic violence and sexual assault shelter located on the Navajo Reservation in Shiprock, New Mexico. The home primarily serves Navajo communities of Shiprock (97 percent Native American) and Farmington (17 percent Native American).

Through her close work with women and children in crisis, the director of the shelter witnessed the difficult burden carried by single parents. Upon learning that over 50 percent of infants in the shelter's service county were born to single mothers in 2000, she strove to put a program in place to strengthen relationships and families in the community.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop a program that would increase the percentage of parents in a healthy marriage who use culturally rich parenting practices. The first objective was to provide marriage enrichment and relationship strengthening activities for 150 couples, both unmarried and married. Project staff chose to implement the Prevention and Relationship Enhancement Program (PREP) curriculum and trained six staff members in teaching it. Throughout the five-year project, staff continually held weekly two-hour PREP sessions, attended by a total of 100 married couples and 102 unmarried couples. PREP sessions included lessons on communicating proactively, managing stress, and working as a team with partners. Couples who finished the six-week session were eligible for a wilderness retreat, at which marriage mentors taught concepts of trust and communication through equine therapy, mountain hiking, and learning about traditional ways.

The second project objective was to provide relationship and parent skill-building workshops to a group of 125 single fathers

and mothers. To reach single fathers, project staff began a fatherhood program engaging 414 fathers in 38 group activities, including campouts, trail rides, water fights and barbeques. Through these events, fathers developed a peer network and discussed issues such as the role of fathers and the importance of tradition in family life. Project staff observed at least 20 fathers developed more committed relationships. Single mothers primarily received training through the PREP sessions; a total of 114 single mothers and 92 single fathers completed the PREP training.

The project's third objective was to teach the Center for American Indian Health's Family Spirit curriculum, administered through Johns Hopkins University, with a group of 125 single parents or committed couples with children. Staff from Johns Hopkins University traveled to New Mexico yearly to administer six-day trainings in addressing parent-child struggles, identifying one's parenting style, creating structure for children, and addressing behavioral issues. Johns Hopkins staff trained 108 single parents and 58 committed couples in these parenting concepts, equipping participants with curriculum copies to extend the lessons in their communities.

The fourth objective was to build the shelter's capacity to sustain healthy marriages by forming five new partnerships. Project staff started a Restoring and Celebrating Family Wellness Taskforce comprised of volunteers working in regional social service organizations. Taskforce members planned conferences and events to share ideas about child well-being and healthy relationships. Project staff also developed partnerships with San Juan County, Head Start, Temporary Assistance for Needy Families, and the Navajo Department of Workforce Development;

these agencies all referred clients to the shelter's healthy marriage program.

The fifth project objective was to identify variables that place native marriages at risk, and demonstrate interventions that effectively address those variables. Project staff hired a professional evaluator to create assessments that would identify such variables. Unfortunately, the assessments did not collect relevant data, and were inconsistent from year to year, resulting in an inability to aggregate information in a meaningful way to fulfill this objective.

OUTCOMES AND COMMUNITY IMPACT

Project staff found exceptional leaders to teach the PREP curriculum and guide fatherhood sessions, and trained seven couples to serve as marriage mentors. These teachers incorporated Navajo teachings and personal discoveries into their work with couples, and served as role models and counselors to their communities. This project served over 300 couples and reached an additional 200 single people through the relationship and parenting curricula. Twenty people who were unmarried were married by project's end, and many more couples strengthened relationships.

Furthermore, many more Navajo tribal members are now aware of the program and understand, by word of mouth from past participants, how a relationship or parenting program can be of benefit. Project staff succeeded in identifying local talent to administer the program and carry it back to their smaller communities, ensuring concepts from the curricula and Navajo tradition will continue to strengthen relationships for Navajo families.

"Something about tying this to native traditions opens the native men up. They listen when we bring in tradition."

Gloria Champion, Project Director

FRIENDS OF THE AKWESÁSNE FREEDOM SCHOOL, INC.



Project Title:	Orihwakaionhneha – “In the Manner of the Old Ways”
Award Amount:	\$376,952
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- \$168,025 in resources leveraged
- 30 individuals trained
- 26 partnerships formed
- 190 native language classes held
- 160 youth increased their ability to speak a native language
- 24 youth achieved fluency in a native language

BACKGROUND

The Friends of the Akwesasne Freedom School, Inc. is located in the community of Ahnawhàhte, in northern New York. The nonprofit was formed to support the Akwesasne Freedom School (AFS), a Mohawk immersion school founded in 1979. For over two decades, Friends of the Akwesasne Freedom School has fundraised to support the infrastructure, construction, and operations of the school; written grant proposals to benefit the school; and provided financial management for grants received.

Prior to this project, AFS ran a pre-kindergarten through grade six immersion program that received accolades for student achievement in Mohawk fluency. School

leadership recognized once students moved into the AFS English transition program in seventh grade, which focused on preparation for local English-based high schools, students quickly lost Mohawk fluency.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop and implement an immersion component in grades seven and eight at AFS to address the significant loss of fluency occurring in the English transition program.

The project's first objective was to hire staff to develop and finalize eight cultural and eight scientific curriculum units in the Mohawk language, or Kanien'keha. To accomplish this, AFS hired two cultural educators, one of whom is deeply versed in Kanien'keha stories and traditions and was tasked with developing the cultural curriculum. The other educator, a PhD-trained scientist, was tasked with shaping the science curriculum and providing project oversight. The educators developed 16 curriculum units, using visual aids such as colorful posters and wall-length storyboards to enhance concepts. They also created 13 instructional books and one workbook to convey cultural lessons, including units titled “Creation Story Narrative,” the “Good Word Narrative,” and the “Great Law

Narrative.” Science lessons took a cross-cultural approach, teaching a range of topics, including cell anatomy, avian anatomy and habits, plant life cycle, marine ecosystems, sustainable agriculture, and traditional native knowledge of agriculture and lunar cycles.

The project’s second objective was to teach the cultural and science curricula to seventh and eighth grade students in an immersion environment for 10 months. The educators achieved this objective, and brought the lessons to life; they planted a school garden, conducted canning workshops to teach youth about nutrition and chemistry, and engaged youth in plank-cutting, deer tracking and butchering, and knife-making to teach them traditional vocabulary. Students learned science lessons through field trips to a variety of locations, including the Ithaca Sciencenter, the Ecomuseum in Ste-Anne-de-Bellevue, and the Potsdam planetarium. Students also learned to identify and say the Mohawk words for medicine plants surrounding AFS buildings.

The third project objective was to increase intergenerational language learning between elders, middle school students, and elementary school students. To accomplish this, the middle school students took leadership roles in the Sun and Moon and Midwinter ceremonies by providing direction to the elementary school students in Mohawk vocabulary. Through this project, 13 middle-school youth also participated in the five-month AFS rites of passage program, experiencing traditional rites such as fasting and participating in a sweat lodge under the guidance of aunts, uncles, elders, and the cultural educators.

OUTCOMES AND COMMUNITY IMPACT

Prior to this project, AFS did not have an immersion program for its seventh and eighth grade classes. Originally intending to

teach half-Mohawk immersion and half-English in the middle school, AFS exceeded its goal and taught both grades in full Mohawk immersion by the end of the project period.

Because of this project, AFS was able to harness the memory, training, and wisdom of one of the cultural educators, a key community elder figure, and record his knowledge in the form of curricula and recordings. AFS also communicated important scientific concepts for the middle school into Mohawk, using creative and engaging teaching methods that reverberated with parents as the youth brought lessons home. Entire families benefited from this project; parents, aunts and uncles participated in the rites of passage program, and middle-school students became role models for the younger children of Ahnawhàhte. As program staff said, “It’s not just the child that learns, but the parents that come along with them.”

Furthermore, tribal school officials from North Carolina and Massachusetts visited Ahnawhàhte to learn about AFS’ teaching methods and curriculum, engaging in an important dialogue about what language learning approaches are effective in their communities.

Without this project, AFS would not have been able to develop immersion curricula and lesson plans for the middle school grades. Project staff noted that this project also curbed the loss of fluency among middle school youth and increased parental support of immersion programming, laying the groundwork for the next goal: expanding the immersion program past the middle grades into the high school years.

NATIVE AMERICAN COMMUNITY SERVICES OF ERIE AND NIAGARA COUNTIES



Project Title:	Haudenosaunee Empowerment through Language Preservation (HELP) Project
Award Amount:	\$271,314
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 11 elders involved
- \$33,190 in resources leveraged
- 12 partnerships formed
- 1 adult increased her ability to speak a native language

BACKGROUND

Native American Community Services of Erie and Niagara Counties, Inc. (NACS) is a nonprofit organization that has served the social and economic needs of Native American populations since 1975, primarily in the cities of Buffalo and Niagara Falls. NACS mainly serves the native communities of the Haudenosaunee, or Six Nations Iroquois Confederacy.

At the time of this grant, NACS strove to bring more language resources to the urban communities in Erie and Niagara Counties. Based on over 25 years of experience, NACS believed loss of native languages in urban communities contributed to a lack of positive cultural identity and a weak link between the community and traditional

teachings, language, culture, values and family models.

Through a 2005-06 ANA grant, NACS conducted a language assessment revealing that 91 percent of the adults surveyed would like to learn one or more native languages. Those surveyed primarily wanted to learn the Haudenosaunee languages (those spoken by the Mohawk, Oneida, Onondaga, Cayuga, Seneca and Tuscarora people). Interest in language has been consistent, as a subsequent survey in 2009 found that over 80 percent of community members were still interested in learning a native language.

PURPOSE AND OBJECTIVES

The purpose of the Haudenosaunee Empowerment through Language Preservation (HELP) project was to design a Haudenosaunee language program tailored for the urban community that would include formal instruction and expand community access to additional language learning resources.

The project's first objective was to research an existing Mohawk language immersion school model and adapt that model to develop a language curriculum appropriate for the urban communities of Buffalo and

Niagara Falls. NACS focused on developing a Mohawk curriculum for this project, because the community survey indicated a higher interest in learning the Mohawk language (Kanyen'kéha) than in learning the other five Haudenosaunee languages.

To achieve this objective, the project director planned to hire a resource specialist to attend the two-year Onkwawén:na Kentyóhkwa Mohawk immersion program. However, there was a delay in hiring the resource specialist, which resulted in her missing the enrollment period for the program. To overcome this challenge, the project director hired a private instructor from the program to hold more intense learning sessions with the resource specialist. The private instruction enabled her to learn the entire two-year curriculum within eight months. After completing the immersion program, she applied her increased knowledge of Mohawk and language learning methodologies to create new curriculum content. The curriculum contained a year's worth of Mohawk lessons appropriate for NACS' urban community.

The second objective was to reach over 400 community members to present the project's work, gather community input, and cultivate greater community interest and participation in local language preservation and maintenance. Through social dances, elder luncheons, the opening of a language resource library, outreach at the University of Buffalo, and the NACS newsletter, project staff reached approximately 2,000 community members.

The third objective was to increase the amount of language resources and tools available for learning the six primary native languages of NACS' target community. To accomplish this objective, the resource specialist planned, renovated space, and collected books for a language resource library. The library was finished by the

project's end, and houses over 900 items, including self-paced computer-based learning technology for the Mohawk language. During the second year, the resource specialist also developed a self-paced Mohawk language kit, a small workbook containing the essential vocabulary and conversational patterns for a beginner speaker. Using this kit as a template, she contacted language experts in the other five Haudenosaunee languages and enlisted their expertise to create additional kits, which were in progress at the end of the project period.

OUTCOMES AND COMMUNITY IMPACT

In addition to developing a Mohawk language curriculum, creating a native languages resource library, and producing a self-paced language kit, this project was able to produce one high-intermediate speaker of the Mohawk language.

Through outreach, the project taught urban communities about the commitment required to learn language in an immersion setting, and began a dialogue about what type of language courses would be appropriate. In addition, project staff formed relationships with speakers in the reservation communities who may serve as instructors for the NACS language program, reinforcing meaningful ties between the urban and reservation communities.

Furthermore, this project enabled project staff to set up an implementation plan for a NACS native language program by expanding their pedagogical resources and strengthening relationships with local universities and colleges. With these relationships and capacity in place, NACS has many of the essential elements needed to implement and sustain a language program in the coming years.

NATIVE AMERICAN COMMUNITY SERVICES OF ERIE AND NIAGARA COUNTIES



Project Title:	Native Economic Self-Sufficiency Training Project
Award Amount:	\$327,756
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 35 elders involved
- 60 youth involved
- \$79,440 in resources leveraged
- 20 partnerships formed

BACKGROUND

Native American Community Services of Erie and Niagara Counties, Inc. (NACS) is a nonprofit organization serving social and economic needs of Native American populations in the cities of Buffalo and Niagara Falls since 1975. NACS' service community consists of Mohawk, Cayuga, Seneca, Onondaga, Oneida, and Tuscarora populations.

Buffalo and Niagara Falls are economically distressed cities, with substantial Native American populations who live in poverty. According to the 2005-09 American Community Survey, 50 percent of Buffalo's Native American population and 26 percent of the Native American population in Niagara Falls have an income below the federal poverty level. Project staff estimate about 85 percent of NACS clients are

unemployed, and three-fourths of the disabled client population are not enrolled for social service benefits.

Furthermore, in a community survey conducted by NACS, 65 percent of respondents desired assistance with personal finances, 66 percent indicated interest in money management workshops, and 80 percent wanted to learn native cultural teachings related to financial health. These results clearly demonstrated a community desire for programming to identify pathways out of poverty and broaden economic opportunity.

PURPOSE AND OBJECTIVES

The purpose of this project was to foster economic self-sufficiency in the Native American community of Erie and Niagara counties.

The project's first objective was to design a strategic plan that would coordinate community trainings and one-on-one services to improve economic stability of the community. Project staff envisioned the plan would include a summary of community needs, an assessment of resources available to meet those needs, and a strategy for addressing the needs. NACS hired an

economic self-sufficiency director to direct the project and complete the plan; unfortunately, there was a high degree of turnover for this position. Consequently, early information about the self-sufficiency plan's design and intent was not in place, and the plan could not be completed.

The project's second objective was to provide intake assessment services for native clients over a period of three years, helping them identify eligibility for public services such as food stamps, Medicaid, health services and heat and energy assistance, and assisting them with the enrollment process. Project staff used two Web-based programs, the Self-Sufficiency Calculator and Mybenefits.ny.gov, to assist 270 clients in identifying appropriate benefits and facilitating enrollment.

The project's third objective was to engage 310 participants in financial management trainings and workshops. Project staff received training in the Building Native Communities and Power Families financial education curricula, which reflect native traditions and values. NACS hired two economic self-sufficiency specialists who conducted a nine-week training using the Powerful Families Financial Education curriculum, a nine-week training in the Powerful Families Action and Advocacy curriculum, and a six-week training in the Building Native Communities curriculum, reaching 259 participants.

In addition, project staff taught 73 youth financial management through NACS' Junior Achievement summer program, hosted speaker series events on the topic of self-sufficiency, and helped direct over 63 clients to homebuyers workshops provided by partnering banks in the area, including Key Bank, Bank of America, First Niagara, and HSBC.

OUTCOMES AND COMMUNITY IMPACT

Over 270 individuals who received intake assessments now have a better understanding of how to access public benefits, and 15 percent have enrolled for benefits with the assistance of NACS staff. In addition, the Powerful Families curriculum taught families how to differentiate between banks, credit unions and payday lenders, understand credit records, balance a check book, and manage credit cards and interest rates. One participant had never saved in a goal-oriented manner before, and successfully saved for and purchased a large item as a result of the training, saying, "This program made me realize I needed to save for a rainy day."

Furthermore, trainings taught participants how to navigate education and social services systems and advocate for themselves. Having gained financial literacy and advocacy skills, project participants now have an increased capacity to achieve and sustain economic self-sufficiency for their families and the community.

TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS



Project Title:	Turtle Mountain Entrepreneurial Development Project
Award Amount:	\$451,916
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 34 full-time equivalent jobs created
- 10 businesses created
- 4 elders involved
- 150 youth involved
- \$40,026 in resources leveraged
- 204 individuals trained
- 14 partnerships formed

BACKGROUND

The Turtle Mountain Band of Chippewa Indians is located in north-central North Dakota, with approximately 30,000 enrolled members. The tribe has a six- by 12-mile reservation, in addition to approximately 200,000 acres of allotted land in parcels owned by members near the reservation. The reservation and surrounding area has a population of over 11,000 tribal members. Turtle Mountain tribal headquarters are located in Belcourt, North Dakota, in Rolette County where 82 percent of the population is Native American.

Although the reservation attracts many members, the tribe suffers from a weak and

aging economic infrastructure, widespread poverty, and geographic isolation from urban economic activity. The tribe's large population and small land base present further challenges to economic self-sufficiency.

PURPOSE AND OBJECTIVES

The purpose of this project was to provide assistance for entrepreneurs to start and develop new businesses and create employment opportunities on the Turtle Mountain Reservation and in the surrounding community. The first objective was to establish an entrepreneurial training program to generate, nourish, and strengthen the small business sector. With the help of four entrepreneurial instructors, the project director conducted four adult and four youth financial literacy trainings each year. Every session had an average of 15 to 20 students, and the project director reported that 127 participants successfully completed training and received certificates. As a result of the entrepreneurial training program there have been approximately 10 new business start-ups, creating 29 jobs. The project also involved many existing local businesses by

establishing mentoring and job shadowing opportunities for program participants.

The youth training grew out of the recognition that community members should be learning financial literacy and becoming interested in entrepreneurship at a younger age. It was important for the youth curriculum to be balanced between non-native mainstream, which tends to be too technical for young students, and traditional, which is not always relevant to their lives. Therefore, the project director adapted the Indianpreneurship curriculum from the Oregon Native American Business and Entrepreneurial Network Inc., a Native American business network, to make it more interactive and relevant to tribal youth.

The second objective was to establish an Entrepreneurial Development Center (EDC) to support the development of the small business sector by providing resources, training opportunities, and on-going technical assistance. The tribe does not have an economic development office, so the project director worked through the Turtle Mountain Renewal Community to obtain office space for the EDC in downtown Belcourt. Outside of financial literacy training sessions, the EDC served nearly 50 clients, with an average of six new clients per quarter. The center includes offices for two business development counselors to help clients with business plans and provide technical assistance as needed. The counselors will remain with the EDC to serve as expert technical assistance providers, and to conduct follow up with new businesses to determine the economic impacts of the project. The EDC also houses a small computer lab that is open to clients and training participants.

In addition to the downtown office, project staff also utilized the Anishinaabe Cultural and Wellness Center, an extension campus of the Turtle Mountain Community College

near Belcourt. A permanent EDC space was secured at the Anishinaabe Center, where staff will relocate in 2012 to continue offering services and training.

OUTCOMES AND COMMUNITY IMPACT

The EDC has become a satellite center for entrepreneurial training and business counseling in Rolette County, and is an important resource for existing and new business owners on the reservation. The center provides services that would not otherwise exist for the tribe, and has encouraged the entrepreneurial spirit among youth and adults. The project director stated that the training and resources provided through the EDC have also helped overcome old ways of doing business, such as not using a bank to manage money and running improper payroll. The project director was also influential in starting the Turtle Mountain Community Development Financial Institution, which provides credit repair and business loan programs, and will continue its services after this project ends.

While the financial literacy trainings were very well-received, the project director reports that there is demand for more training on other topics like organizational management, record-keeping, and using QuickBooks. Project staff stated, "This project has become more than what we thought it would, and we have had to expand outside of our original target population because people were calling up about a whole range of issues." The EDC continues to give important assistance to individual entrepreneurs, as well as guidance for future economic development endeavors for the tribe. In addition to providing much-needed resources for economic development on the reservation, this project also highlighted economic development needs that still exist, and has established a foundation for addressing those needs with long-term solutions.

TURTLE MOUNTAIN COMMUNITY COLLEGE



Project Title:	Kitchitwa Ondwewe Nooding (Sacred Voices in the Wind)
Award Amount:	\$301,153
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribal College

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 137 elders involved
- 120 youth involved
- \$9,175 in resources leveraged
- 44 individuals trained
- 7 partnerships formed
- 3 language surveys developed
- 225 language surveys completed
- 50 youth increased their ability to speak a native language

BACKGROUND

Turtle Mountain Community College (TMCC) is an accredited, tribally-controlled post-secondary institution chartered by the Turtle Mountain Band of Chippewa Indians. Established in 1972, the college provides higher education services primarily for the Turtle Mountain Reservation, awarding associate and bachelor degrees, as well as certificates of completion. The college and tribal headquarters are located in Belcourt, North Dakota on the tribe's six- by 12-mile reservation, 10 miles south of the Canadian border.

There are two native languages on the Turtle Mountain Reservation. Ojibwe is the traditional language of the Anishinaabe people, and Michif is a hybrid language based on Cree, Ojibwe, and French. Previous language assessments by TMCC found that in 2000, there were only 31 fluent and 20 semi-fluent Ojibwe speakers remaining. Michif was once the most commonly spoken language on the reservation, but in 2000 was used by only one percent of the population.

PURPOSE AND OBJECTIVES

The purpose of this project was to document, preserve, and transmit Turtle Mountain's native languages by providing increased opportunities for tribal members to learn and use them. The first objective was to identify fluent speakers of Ojibwe and Michif, and involve them in planning a language preservation program. Project staff first worked to identify all fluent and semi-fluent speakers on the reservation. They documented a total of 74 speakers: 25 Ojibwe (13 fluent, 12 semi-fluent), 45 Michif (24 fluent, 21 semi-fluent), and four dual speakers. TMCC then hosted a forum for each language during the summer of 2010, providing an opportunity for speakers

to gather and highlighting the urgent need to preserve the languages. Twenty to twenty-five participants attended each forum.

Through the forums and other meetings, both Ojibwe and Michif speakers provided input for the tribe's language preservation plan, which focused on curriculum development to provide a foundation for language learning on the reservation.

The second objective was to involve 40 percent of the identified fluent language speakers in oral documentation of Ojibwe and Michif. Project staff reported that 31 speakers participated in oral documentation, representing 42 percent of all identified speakers. Twenty-two of those were Michif speakers, eight spoke Ojibwe, and one was a dual speaker. Together they produced an estimated 520 hours of oral documentation with the help of the college's studio recording students. The recordings are on CDs that will be archived in TMCC's library, with the goal of using them in the future as a resource for creating and training language teachers. They will also be available for use by the general community and the college's students, faculty, and staff.

The third objective was to develop dual language curricula for adult and early childhood learners, including language activities and a master list of core words and phrases documented by fluent language speakers. Project staff contracted an education consultant to compile the curriculum materials and align them with North Dakota state standards for educational content. Once the curricula were complete, project staff conducted a six-week trial run with approximately 20 students in the Head Start program, and piloted an adult curriculum project with 10 to 15 participants over 10 sessions. The project director then met with the local Ojibway Indian School and the public school systems in Belcourt, Dunseith, and Turtle Mountain to establish partnerships and an implementation plan for

teaching the curriculum in Head Start through third grade. The curriculum materials, including 50 language activities and a list of 1,000 words and phrases, have been finalized and are ready for implementation.

OUTCOMES AND COMMUNITY IMPACT

Prior to this project, certified language teachers at TMCC taught courses in Ojibwe and Michif, but interest in these classes was limited. As a result of this project, however, TMCC staff has noted increasing interest in culture and language among college students as well as the tribal community, accompanied by a greater sense of urgency to save the tribe's native languages.

After the speakers' forums, elders also became more involved in passing on their knowledge of the languages. Through the process of oral documentation, as well as increased participation in TMCC's summer culture and language camp, elders have had more opportunities to interact with youth and young adults. This project also allowed school staff to document the way elders speak naturally, preserving a mixture of words, storytelling, and interviews, which is a critical step in revitalizing the language.

Providing exposure to Ojibwe and Michif has given youth pride in being native, and project staff reported they have seen students starting to reconnect with their tribal identity. Many parents did not pass the language on to their children as a result of historical trauma, but over the project period staff saw attitudes change. They noticed more young people participating in traditional activities and ceremonies, and parents offering greater support for youth learning the native languages. Project staff stated that as a result of this project, "hope is spreading in such a good way, and there is hope for the culture and language where there was not before."

EUCHEE TRIBE OF INDIANS



Project Title:	Euchee History Project
Award Amount:	\$248,426
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 13 elders involved
- \$10,531 in resources leveraged
- 3 individuals trained
- 3 partnerships formed

BACKGROUND

With a population of approximately 2,400, the non-federally recognized Euchee Tribe of Indians resides predominantly in Sapulpa and the greater Tulsa area of Oklahoma. In the early 19th century the tribe was forcibly relocated from its original homeland in Tennessee, Georgia, and Alabama to what is now northeastern Oklahoma.

Prior to this project, there was no official, consolidated, written history of the Euchee Tribe. Based on the results of a 2008 survey conducted as part of a previous ANA project, developing an official written history of the tribe ranks as one of tribal members' top priorities.

PURPOSE AND OBJECTIVES

The purpose of this project was to create an official written history of the Euchee Tribe.

The first objective was to conduct historical research and prepare a tribal history outline and initiate plans for conducting a tribal history symposium. Project staff consolidated existing historical documents, gathered previous research on tribal history, and utilized available bibliographies to locate additional historical material and documentation. As available materials were identified, project staff added each item to a history document resource list; the list functioned as a database which contained document names, dates published, number of pages, and dates obtained for all source materials. Project staff also traveled to the National Archives and the Smithsonian Institution to research gaps in knowledge.

Additionally, project staff conducted and transcribed interviews with 13 tribal elders to incorporate oral history into the outline. Staff produced an outline divided into three parts: pre-contact to 1828; 1828 to 1907; and 1907 to present. Staff also developed a plan for a tribal history symposium.

The second objective was to conduct the tribal history symposium and obtain any additional documentation necessary to expand the historical outline into an official

tribal history document. Staff hosted the two-day tribal history symposium on October 8th and 9th at the Creek County Fair Grounds. Guest presenters included anthropology and history professors, authors, ethnographers, curators, and historians. A total of 82 tribal and community members attended over the two-day period. According to project staff, the symposium was positively received and attendees found it highly informative.

Project staff successfully obtained more historical documentation than originally anticipated. Consequently, project staff completed part one of the tribal history, but due to time constraints, were only able to complete a rough draft of parts two and three by the end of the project. Project staff members, who will still be employed by the tribe after the ANA project ends, are undeterred and have plans to complete the tribal history document by early 2012.

OUTCOMES AND COMMUNITY IMPACT

The tribe as a whole will benefit from this project, particularly once the official written Euchee history document is complete. The tribe plans to print and sell the document as a book, and make it available for free on the tribe's Web site. Euchee's Chairman, Mr. Andrew Skeeter, stated the written history will help tribal members have a better understanding of where they come from. This knowledge will in turn strengthen pride in tribal identity, as evidenced by feedback received from the tribal history symposium.

Furthermore, an official written history will make the tribe a more formally acknowledged entity and will help in application for federal recognition. Additionally, plans are currently being developed to use the document as a text for high school curriculums.

The 13 tribal elders interviewed for oral histories of the tribe had the opportunity to share many decades' worth of knowledge; this experience was deeply meaningful for them, and increased pride in tribal identity.

In pursuit of historical documentation and materials, project staff formed three new partnerships during the project. Partners included the Bartlett-Carnegie library in Sapulpa, the Oklahoma State Department of Libraries, and the history department and museum staff of Oklahoma/Indiana University. These relationships will provide access to valuable resources and expansive bodies of knowledge moving forward.

Lastly, the greater Sapulpa community will benefit from this project by enhanced knowledge of tribal customs and history, creating a deeper sense of appreciation and understanding of cultural diversity.

"Previous efforts had always been informal, often with a focus on the researcher's own family. This was the first time that we've undertaken a professional approach with formally educated researchers, so the product will be far more comprehensive."

Chairman Andrew Skeeter,
Project Director

MIAMI TRIBE OF OKLAHOMA



Project Title:	Marriage Matters
Award Amount:	\$756,146
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 1 Native American consultant hired
- 292 elders involved
- 416 youth involved
- \$233,792 in resources leveraged
- 262 individuals trained
- 36 partnerships formed

BACKGROUND

The Miami Tribe is located in northeastern Oklahoma, where it moved to allotted lands in 1794. Today, the tribe maintains its offices and programs on 5.5 acres of trust land inside the city limits of Miami, in Ottawa County, Oklahoma. The tribe has over 3,800 enrolled members, and its 50-mile service radius covers 18 counties in Oklahoma, Kansas, Missouri, and Arkansas.

According to the Oklahoma Marriage Initiative, a statewide public/private partnership, from 2001 to 2007 Ottawa County residents had very limited access to marriage education services such as relationship counseling, which prior to this project only existed for divorced couples. Data also showed a decrease in marriage

rates within the county, and ranked Oklahoma as having one of the highest divorce rates in the nation. The Miami Tribe of Oklahoma lacked the necessary resources to provide education and public awareness to its young adults, individuals, and couples in a culturally significant, community-driven way.

PURPOSE AND OBJECTIVES

The purpose of this project was to strengthen families, improve child well-being, and remove barriers to healthy relationships in Miami's Native American communities by raising public awareness and offering educational opportunities on healthy relationship skills. The first objective was to provide a total of 60 workshops and 12 retreats on pre-marital education, marriage education, and healthy relationship skills for youth, adults, and couples. The project director hired two consultants, a Miami tribal member and her husband, who run a program called Motive Matters that is based on the book *The People Code* by Dr. Taylor Hartman. The program utilizes a personality test to identify the innate motives that drive people and their behavior. The consultants are certified to teach Dr. Hartman's method, which focuses on building stronger and more meaningful

relationships through increased understanding and communication. The consultants conducted 20 workshops and four retreats each year, serving a total of 2,438 participants through 72 sessions. Workshops and retreats were formatted to address different groups, including churches, schools, businesses, and tribal employees, and were open to pre-marital couples, married couples, or individuals. All tribal staff members, as mandated by the Chief, and most of the city's public school teachers attended a workshop, so over 250 people received professional development training, in addition to 756 couples who received pre-marital and marital education. Project staff collected surveys from participants at each event; 2,152 participants, or 88 percent of the total, stated they increased their skills and knowledge on the value of healthy relationships, and expressed an improved quality of life as a result of a greater ability to understand themselves and others.

The second objective was to provide public advertising campaigns on the value of healthy marriage, parental involvement, and responsible fatherhood. Project staff worked with the consultants to design a total of 18 billboards that were put up throughout the tribe's service radius. The project director secured partnerships with 16 radio stations that ran a total of 135 commercial spots per month, and three local television stations that ran 363 advertisements each month. Project staff evaluated the advertising's reach, and in year three found that 50 people stated in a survey they were exposed to the advertisements. Staff members also asked people who called the program how they heard about it, and found that most learned about the project through billboards and radio commercials. Project staff also used a Motive Matters DVD and brochure to promote the program, which they mailed to all tribal households and distributed at tribal gatherings.

OUTCOMES AND COMMUNITY IMPACT

Project staff reported seeing a great deal of positive change as a result of the workshops, and the consultants will continue donating their time and funds to conduct them throughout the service area. The project director stated there is no doubt the project has had an impact on many families and children in the community, particularly because most people that participated could not afford to pay for such services through a counselor or therapist.

Participants stated that the workshops provide a common language of human insight for couples to better understand themselves and each other. In addition to many couples reporting saved relationships and stronger families, tribal staff members also experienced improved work relationships as a result of gaining a better understanding of their colleagues through the training. Furthermore, the town of Joplin, which was devastated by a 2011 tornado, is only 30 miles from Miami, so many participants who had been severely affected by the disaster found healing and a sense of community through their experience in the workshops.

This project has greatly increased the available services for marriage and relationship skills training in northeastern Oklahoma, and throughout nearby communities in Missouri, Kansas, and Arkansas. The Motive Matters workshops have provided an accessible and effective education option for tribal and community members, empowering participants to choose to have better marriages, stronger families, and healthier work and personal relationships.

"Our 8-hour workshops are equivalent to a year's worth of therapy; they build tremendous self-awareness."

Van Benson, Owner of Motive Matters

MODOC TRIBE OF OKLAHOMA



Project Title:	Modoc Tribe: Rebuilding with Technology
Award Amount:	\$519,442
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – June 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 4 Native American consultants hired
- 100 elders involved
- 750 youth involved
- \$76,819 in resources leveraged
- 54 individuals trained
- 6 partnerships formed

BACKGROUND

The Modoc Tribe of Oklahoma is a federally recognized tribe headquartered in Miami, Oklahoma with approximately 200 enrolled members. The ancestral home of the Modoc ran along what is now the California-Oregon border, but in 1874 relocation policies moved the tribe to 4,000 acres in the northeast corner of Oklahoma. The Modoc tribal jurisdiction lands are now located in Ottawa County, which is home to 10 federally recognized tribes.

A devastating flood in 2007 destroyed the tribe's administrative offices, leaving all full-time staff members working in substandard conditions. In addition, the tribe faced many challenges with technology, including unstable computers and networks,

incompatible versions of office productivity software, a fragmented Web and email system, and very little technological training. This lack of infrastructure presented a large obstacle to creating an efficient information technology (IT) management system within the tribal administration.

PURPOSE AND OBJECTIVES

The goal of this project was to update the tribe's technological capabilities and establish an IT department in conjunction with the building of a new tribal headquarters.

The first objective was to utilize expert consultants to develop a two-year technology plan, which would examine the tribe's assets, document the results, and give specific direction for implementation of the project. Rather than hiring consultants, project staff were able to use their own expertise to create a record of the tribe's existing technological inventory, and update maintenance procedures and protocols. The plan not only provided specifications and cost estimates for new equipment, but also created an IT management team composed of the project director and the tribe's network administrator.

The second objective was to initiate implementation of the technology plan by purchasing computers and installing equipment at the new tribal headquarters, and establishing a network with backup and anti-virus systems. This objective also included the creation of a financial plan to provide ongoing funding for the tribe's technology needs. The IT management team was able to replace 100 percent of the tribe's existing equipment, but the biggest challenge in this project was the delay of construction on the new office complex. At the time the project ended, no work had begun on the new offices due to difficulties with FEMA requirements. With the help of ANA technical assistance, the project director was able to locate an alternative space for project activities, however it is not permanent and all hardware will need to be moved once the new buildings are available. Another major challenge was establishing the tribal-wide network, which has not been implemented because the cost of the necessary fiber optics was significantly underestimated in the project proposal.

Despite these challenges, the team did purchase and install 70 new computers, complete with the necessary software, operating systems and anti-virus protection. They also trained all staff on how to use the new equipment and programs, and implemented protocols such as a standard work order form. Furthermore, there is now IT funding included in the tribe's overall budget and within each department to continue developing the tribe's technological capacity.

The third objective was to initiate conversion of the old administration building into a video training center, which would house a computer lab and a fully integrated, multi-media enhanced classroom with capabilities for two-way live interactive video. Although the center could not be

housed in the old administrative building as planned, project staff did find a temporary alternative space. The video training center houses 20 desktop computers with standard software and wireless internet, a video screen, projector, speakers, and an instructor laptop. Six of the ten area tribes have used the center, and the Modoc Tribe has conducted five video training sessions there.

OUTCOMES AND COMMUNITY IMPACT

Despite the major delay in constructing the new administrative offices, the IT team has been able to successfully maximize productivity and communication among tribal employees. They have overhauled the tribe's entire IT system, and the creation of an IT department has streamlined all technology policies and procedures. The problems of unstable computers and a fragmented network have been almost completely resolved, and all software used tribal-wide is now compatible. Printer sharing and wireless networks are in place and consistently maintained, and with the new anti-virus software installed, there is an 85 to 90 percent decrease in machines getting viruses.

Interdepartmental communication has improved greatly due to better technology and new equipment, and all tribal staff members have benefitted from learning more about how other departments function, as well as how to use the new technology and troubleshoot common issues.

In addition, members of area tribes, city workers, students, and professionals who have used the video training center have gained a high-technology space for training and learning. The center is open to the general public as well as the native community, so even individuals who are unaffiliated with a school or organization will have access to the technology there.

OTTAWA TRIBE OF OKLAHOMA



Project Title:	Adawe Elder Project
Award Amount:	\$148,194
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2010 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 4 Native American consultants hired
- 25 elders involved
- 150 youth involved
- \$600 in resources leveraged
- 22 partnerships formed
- \$100 in income generated

BACKGROUND

Located in Miami, Oklahoma, the federally recognized Ottawa Tribe of Oklahoma has 2,536 enrolled members. Enrolled tribal members who are 55 or older are eligible for nutritional and support services from the tribe's Title VI program through HHS's Administration on Aging. The Adawe Community Center in Miami houses the Ottawa Tribe's Title VI program, and is a gathering place for tribal functions. The center is also available to other tribes in the area, including the Wyandotte, Peoria, Modoc, Miami, Eastern Shawnee, Seneca-Cayuga, Quapaw, and Cherokee.

At the beginning of this project, 321 elders were enrolled in the Ottawa Tribe's Title VI program. However, the community center

had inadequate kitchen capacity to provide the necessary nutritional services, and lacked opportunities for culturally-relevant social activities. Through public meetings, community members expressed a strong desire for additional activities for elders, such as cultural education, arts and crafts, health sessions, gardening, and computer training.

PURPOSE AND OBJECTIVES

The purpose of this project was to renovate the Adawe Community Center to serve a larger population of elders with increased nutritional services and social activities. The first objective was to increase the delivery of nutritional services by 50 percent by renovating the kitchen and service space. To accomplish this, the project director, who also runs the community center, purchased new equipment and hired contractors to expand and improve the center's kitchen facilities. The updated kitchen features a larger stove and oven, increased freezer and cooler space, additional storage, and a greater variety of utensils. As a result, community center staff increased the number of meals served daily by nearly 60 percent, from 145 to 230; they also expanded the lunch hours to serve more meals at the center. Additionally, project

funds purchased a van enabling staff to deliver about 30 meals daily to homebound elders. Enrollment in the tribe's Title VI program grew by 88 percent during the project period, reaching 604 elders.

The second objective was to develop a comprehensive program to provide social, cultural, and physical activities for elders. In addition to an expanded kitchen, the renovations resulted in more space for activities as well. The Adawe Community Center is open to the general community on weekdays, and now hosts weekly activities, including beading, gourd decorating, and computer training classes. The center also began offering gardening and cooking classes as regular activities, in addition to special events such as Wii bowling tournaments, sock hop dances, and holiday parties. The activities are open to all community members, and many youth participate in the holiday gatherings and special events. To offer more opportunities for physical activity, the tribe installed a fitness center in the administrative building located near the center, which is free for elders to use. The director creates and distributes a monthly calendar of events to inform the community about what is going on at the center, including weekly activities, special events, and the menu for each day's meal. This has helped to publicize the center's new offerings and draw more elders to the program.

OUTCOMES AND COMMUNITY IMPACT

Project Director Debbie Hopkins stated, "Purchasing the new kitchen equipment has helped us to greater serve our elders on a daily basis." The staff is able to supply nutritious meals in a more efficient manner, thereby providing better service to a larger section of the community. Many of the

elders who receive meals comment on how much they like coming to the center because it has a warm atmosphere, the food is excellent, and the staff is very friendly. Participation in the center's programs has increased as more elders hear about them, and project staff believe this trend will continue. According to Ms. Hopkins, other directors of tribal Title VI programs in the area have commented that the Adawe Community Center has become a model for other tribes. Despite limited parking and dining room space, the center continues to offer elders a friendly place to gather, socialize, read the newspaper, learn new skills, exercise, and pursue hobbies.

Through this project, the Adawe Community Center has enhanced tribal self-sufficiency and established a foundation for continuing services and benefits to the Ottawa Tribe and local community. The center's director has built a strong network of partnerships that will allow activities to continue beyond the project's end. New partners include King Louie Industries, which donates fabric for an intergenerational shawl-making class, and Legacy Hospice, which comes in weekly to do blood-pressure checks, hand waxing, and nutrition bingo. Existing partners, like National Relief Charities, have also pledged to continue supplying various goods for ongoing activities, including seeds for gardening, craft materials, and health and beauty products. In addition to improving its own capacity, the Ottawa Tribe also increased cooperation with other local tribes. This cooperation allowed them to provide all elders with access to a range of fun and healthy activities that offer nutritional, cultural, social, and physical benefits.

TONKAWA TRIBE OF INDIANS OF OKLAHOMA



Project Title:	Tonkawa Tribal Administrative Process Update Project
Award Amount:	\$98,176
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2010 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 2 elders involved
- \$15,551 in resources leveraged
- 2 individuals trained
- 6 partnerships formed
- 5 governance codes/policies and procedures developed

BACKGROUND

With 598 enrolled members, the federally recognized Tonkawa Tribe of Oklahoma is located in Kay County. The Tonkawa Business Committee (also known as the Tribal Committee) is the tribe's governing body, comprised of three members who are elected by the Tribal Council. The Council consists of all tribal members 18 years of age and older. The Tribal Committee's central duty is to provide essential government services to its constituents; it is the primary decision making body for governmental, financial, and legal purposes. Prior to this project, many components of the tribe's administrative policies and procedures were outdated or overly limited,

resulting in inefficiencies in numerous tribal departments.

PURPOSE AND OBJECTIVES

The purpose of this project was to improve tribal administrative processes by revising and implementing an updated set of policies and procedures in the following five areas: personnel, property, procurement, contracts and grants, and code of conduct. The first objective was to draft updated policies, and the second objective was to vet the policies through an attorney and approve and implement the policies. Early in the project period, Project Coordinator David Hockenbury attended a training hosted by the Falmouth Institute on assessing and providing administrative policies and procedures. At this training, Mr. Hockenbury was able to collect sample policies from neighboring tribes, including Ponca, Kaw Nation, Seneca Cayuga, and White Mountain Apache. He then compared the samples with Tonkawa's existing policies to highlight where potential changes would be most beneficial. He identified areas to be addressed in the tribe's existing codes, including a lack of policies relating to

overtime and compensation time for staff, insufficient personnel position descriptions, and outdated policies that did not accurately describe how the tribal administration functions.

An important component of the personnel policies was to create a new salary scale for tribal employees. Project staff hired a consultant to research other tribes' pay scales and create a similar framework. Project staff chose specific figures within the framework in consultation with other tribal staff members, including the executive director. As Mr. Hockenbury made revisions and updates, he also continuously obtained community and employee input through community meetings, emails, and an "open-door" policy at his office. Project staff completed policy drafts in all five policy areas. The tribe's executive director and procurement officer reviewed the drafts, made revisions, and readied the policies for review by an attorney.

Staff had planned to have Tonkawa's tribal prosecutor vet the updated policies and procedures, and close any potential loopholes. However, the incumbent tribal prosecutor's contract was not renewed, and the tribe hired a new prosecutor who did not have the expertise necessary to complete this task. Consequently, the tribe hired Shield Law group, which specializes in serving tribes and native nonprofits, to perform this function. Unfortunately, the project team felt the revisions made by Shield were too extensive and changed the content of the policies. According to project staff, the disagreement between Shield and the tribe resulted in a communication breakdown which had not been resolved by the end of the project period. Without being legally vetted, the updated policies could not be approved or implemented by the Tribal Committee.

OUTCOMES AND COMMUNITY IMPACT

Although the updated policies have yet to be officially approved and implemented, many informal changes have already resulted in benefits for the tribe, its members, and its employees. For example, this project highlighted the need to provide more training to tribal employees on existing policies; training has been adopted in many departments and has enabled employees to perform their jobs more efficiently and effectively. Tribal employees gained a better understanding of existing policies and procedures, including some personnel policies that pertain specifically to their jobs and departments. As a result, many tribal departments currently are running more smoothly, including social services, education, general welfare, housing, and the tribal court system. In turn, service delivery to tribal members has improved.

Many tribal members provided input on the policies and procedures, which resulted in members feeling a sense of inclusion in the direction of the tribe. Moving forward, project staff are planning to use tribal funds to hire a different attorney to vet the updated policies, and are confident they will gain official approval from the Tribal Committee and be implemented shortly thereafter.

"Although the updated policies haven't been formally approved, we've already seen significant improvements in many tribal departments."

David Hockenbury, Project Director

UNITED KEETOOWAH BAND OF CHEROKEE INDIANS IN OKLAHOMA



Project Title:	UKB Governance Project
Award Amount:	\$153,455
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2010 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 3 elders involved
- \$13,022 in resources leveraged
- 18 individuals trained
- 2 partnerships formed
- 1 governance code/ordinance developed
- 1 governance code/ordinance implemented

BACKGROUND

The United Keetoowah Band of Cherokee Indians in Oklahoma (UKB) is based in Tahlequah, with 12,526 members dispersed through nine districts and 14 counties in northeastern Oklahoma. UKB's tribal codes contain all of the tribe's laws, policies, procedures, ordinances, and resolutions. Maintaining current codes that are accessible by tribal members is an important component of tribal sovereignty; however the last time UKB's codes were updated was in 1991. Many have since become outdated, and they never have been accessible electronically. Because they existed only in paper form, the codes have not been readily accessible to members, and have been

vulnerable to a number of physical threats, including water damage, fire, and decay. Moreover, the tribe did not have equipment to electronically preserve official tribal documents, nor did it have a structured records management system or policies in place for making updates to the codes.

PURPOSE AND OBJECTIVES

The purpose and sole objective of the project was to comprehensively update the tribal codes and make them readily accessible to tribal members via an electronic archive. To determine which codes needed revisions, project staff consolidated tribal resolutions and codes that corresponded with one another, and then reconciled disparities by updating the appropriate codes to reflect more recent resolutions. In order to establish a digital archive, project staff purchased and installed two scanners and a server; scanned and stored all relevant documents on the server using Laserfiche software; and used Tribal Assistance Management (TAM) software to organize the archived files and information. During the scanning period, project staff arranged for Laserfiche and TAM training for all relevant staff members in various tribal departments. Additionally, the project

director created formal procedures for a new records management system, and created training for tribal employees on the implementation and use of this system. By the end of the project, staff trained all tribal employees to coincide with widespread adoption of the new records management system across various tribal administration departments. Staff also created a disaster preparedness plan for the codes. The plan delineates procedures for records preservation and keeping the codes safe during disasters such as floods or fires.

Staff presented monthly updates on project activities to the Tribal Council, thereby facilitating the Council's timely approval of the updated codes. Staff kept the community informed by presenting progress to tribal members at the tribe's Trust Celebration in June 2011, with over 800 in attendance. This gave members a chance to ask questions and learn more about the project's significance. According to staff, the project was supported strongly by the community.

By the end of the project period, staff had reconciled all resolutions with the relevant codes, and the codes were fully consolidated, updated and digitally archived. Several significant revisions and updates were made during this process; the Tribal Council formally approved all the updated codes on September 27, 2011.

OUTCOMES AND COMMUNITY IMPACT

One important revision to the tribal codes was the addition of the UKB Crime and Punishment Act, which was created to comply with the federal Tribal Law and Order Act passed by Congress in 2010. Previously, UKB's tribal court could only give a maximum sentence of one year of incarceration, irrespective of the type, degree, or number of criminal offenses committed. Under the new act, the

maximum allowable sentence was increased to 3 years, and sentences can be "stacked" for multiple offenses. For example, if someone assaults four people, he can now receive up to 12 years of incarceration, with four stacked sentences of three years each. Additionally, up to 10 perpetrators can now be incarcerated in federal penitentiaries if tribal facilities are unavailable, and maximum fine amounts were increased from \$5,000 to \$15,000. These changes have resulted in a much stronger tribal court system, thereby increasing the tribe's ability to handle legal and criminal affairs.

Other revisions and updates to the codes resulted in a number of benefits. Updates to the child support code enabled parents who are owed child support to go to UKB's tribal court for enforcement, whereas previously they had to go to state courts, which often resulted in delays. The codes now reflect a Tribal Freedom of Information Act and Tribal Records Act, which allow for public access to documents such as tribal budgets, tribal council meeting minutes, and agendas and schedules of all tribal committee meetings. This allows for a more transparent and inclusive tribal government. Project staff also redrafted the election code to change the voting age from 21 to 18, which will encourage tribal members to get involved in the political process at an earlier age. Guardianship codes were created to protect tribal elders from potential abuse. Lastly, UKB tribal departments now have formal records management processes in place and increased awareness of other departments, hence promoting employee efficiency and coordination between departments.

CONFEDERATED TRIBES OF SILETZ INDIANS



Project Title:	Assessment of Aquatic Resources in the Siletz River Basin
Award Amount:	\$210,534
Type of Grant:	Environmental
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribal Confederation

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 1 Native American consultant hired
- 11 elders involved
- \$31,976 in resources leveraged
- 4 partnerships formed

BACKGROUND

The Confederated Tribes of Siletz Indians (CTSI), with over 4,500 enrolled members, is comprised of the descendants of 27 coastal bands indigenous to Oregon, Washington, and California. The 4,800-acre Siletz Reservation is located mainly in the Siletz watershed on the central coast of Oregon.

In 1999, with Environmental Protection Agency (EPA) funding, tribal environmental planners wrote a multi-year watershed preservation plan outlining threats and proposing solutions to protect the health of tribal rivers and estuaries. In particular, the planning team sought to understand how and the extent to which herbicide and pesticide application on commercial and residential lands polluted tribal waters and affected the

health of its fisheries. Of special concern was the effect of toxins on the lamprey eel, a species important in the traditional diets of tribal members.

PURPOSE AND OBJECTIVES

Following the goals set out in the CTSI's multi-year EPA plan, the purpose of this project was to test for the presence or absence of chemicals in the surface waters of the Siletz River and to research the effects of chemicals on lamprey species.

To meet this purpose, project staff, based in the tribe's Department of Natural Resources, outlined three objectives. The first objective was to research the State of Oregon Department of Agriculture records to determine the types of chemicals currently and historically present in central coastal region waters, and to perform in-stream sampling to measure the presence of chemicals in Siletz River Basin surface waters. The aquatics program leader hired a student contractor from the Oregon State University Fisheries Science Program to assist in this research. Unfortunately, during the first year, the state of Oregon did not publish regional information on the distribution of pesticide applications, and the

data project staff sought was no longer available. The project team overcame this challenge by working with the Oregon Department of Environmental Quality and the U.S. Geological Survey to identify chemicals historically present in the waters of the basin. The contractor was able to identify target herbicides (Atrazine, Hexazinone, 4-D, Clopyralid, Triclopyr, Sulfometuron-methyl, Glyphosate) more likely to be present in the basin, and tested for the presence of these herbicides 12 times over a two-year period. None of the samples contained identified herbicides. However, the project team noted relatively high concentrations of one target herbicide, Atrazine, have been found for several years in the surface waters of the nearby Willamette Valley, where the Siletz Tribes' lamprey harvest currently occurs.

The second objective was to examine the effects of chemicals used in the Siletz Basin on the health, migration, and spawning patterns of the lamprey eel. In year one, the contractor devised a control experiment, using a 16-foot long Y maze, to determine the extent to which adult female lampreys orient to the pheromones of adult lampreys. Her trials, conducted in an Atrazine-free environment, revealed that female lampreys in the spawning phase seek out the scent of male lamprey pheromones at a consistent, measurable rate. In year two, the student conducted more Y maze experiments, finding that lampreys exposed to Atrazine had a reduced ability to migrate to or find other spawning adults. Project staff also conducted a physiological study of lamprey heart rates in both years, to determine the extent to which the heart rates of lampreys in both groups accelerated in response to the scent of recently killed fish. Under normal circumstances, lampreys respond to the scent of dead lampreys with an increased heart rate. In this study, lampreys exposed to Atrazine responded to the scent of killed fish

with lower heart rates, confirming again that Atrazine most likely had the effect of impairing olfactory response.

The project's third objective was to present findings from the experiment to the Oregon Department of Environmental Quality (DEQ) to inform the formulation of new total maximum daily load levels (TMDL) for the central coastal region. A TMDL is the maximum amount of a pollutant that a body of water can receive and still meet safe water quality standards. By the project's end, the tribe had participated in a series of government to government meetings with the DEQ to discuss setting the TMDL, but the process for setting the limits was delayed until the spring of 2012.

OUTCOMES AND COMMUNITY IMPACT

Through this project, the tribe, state, and scientific community have gained a stronger baseline understanding of normal lamprey behavior patterns. This knowledge will enable the tribe to more easily conduct future experiments, amassing more robust data, to observe how pesticides and herbicides cause deviation in lamprey behavior.

When the TMDL discussions occur, the tribe will have a peer-reviewed science paper, written by the student contractor, explaining the results of the Atrazine experiment. Project staff are confident that the paper will inform policy discussions on TMDL limits in the future. As efforts continue to uncover the effects of other chemicals on lampreys, the tribe's presence in these discussions may have an effect on the TMDLs allowed for other toxic chemicals in surface waters, for years to come. According to Tribal Aquatics Program Leader Stan van de Wetering, "What we have learned from this project has given us an elevated ability to sit at the table to develop environmental regulations in our region."

CONFEDERATED TRIBES OF THE GRAND RONDE COMMUNITY OF OREGON



Project Title:	Coho Salmon and Pacific Lamprey Project
Award Amount:	\$141,636
Type of Grant:	Environmental
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 50 youth involved
- \$3,085 in resources leveraged
- 4 individuals trained
- 8 partnerships formed

BACKGROUND

The Confederated Tribes of the Grand Ronde Community of Oregon (CTGR) Reservation is located in the foothills of the Coast Range Mountains. CTGR has approximately 5,000 members and is composed of more than 20 tribes and bands whose traditional lands included regions throughout western Oregon and northern California. From 1954 through 1987, the state periodically stocked Yamhill River with Coho salmon to establish new Coho runs throughout the upper Willamette Valley and to supplement native coastal Coho runs. However, in 1987 the state stopped hatchery releases due to the effect on native cutthroat trout and winter steelhead. Since then the Coho have sustained themselves and naturally reproduced on their own. Another species inhabiting these waters is the pacific lamprey eel. There are significant

gaps in knowledge regarding pacific lamprey, whose numbers have dwindled in recent years compared with historical levels. It is not known why their numbers have diminished, but in the meantime tribal members continue to harvest them for food. Salmon and lamprey are traditional cultural foods, but without more documented scientific knowledge, CTGR's ability to manage harvests has been limited.

PURPOSE AND OBJECTIVES

The purpose of this two-year project was for the tribe to expand its knowledge base regarding Coho salmon and pacific lamprey, enabling effective resource management. The objective for year one was to trap 95 Coho salmon and 60 pacific lamprey eel from Agency Creek, analyze them for genetic markers regarding rearing stream affinity, and draft a corresponding report. Project staff successfully trapped 920 Coho and 105 amoecetes (juvenile lamprey). From a stratified sample of over 200 Coho, staff sent 95 samples along with 60 samples of lamprey eel to a biology lab for analysis. No genetic connection between the Coho salmon and hatchery brood stock from years past was found, indicating the Coho are a unique run of salmon. In addition, the lab

found each year's run is genetically different from previous years. There are two species of lamprey in the area (pacific and brook) that look identical but vary genetically. Because so little was known about lamprey, year one findings established baseline information, such as identifying genetic markers and how those markers compare to other species.

The objective for year two was to repeat the sampling process of year one, draft a report comparing the results from the two years, and write an amendment to CTGR's Fish and Wildlife Management Plan. At the end of the project period, lab results from year two were still pending, thus the report and amendment have not yet been drafted.

OUTCOMES AND COMMUNITY IMPACT

As a result of the project, CTGR now has scientifically defensible data and the ability to make informed management decisions regarding Coho salmon and pacific lamprey eel. This expanded knowledge base will enable the tribe to more effectively advise the state on fish and wildlife policy issues, as well as to manage its own resources. For example, since Coho salmon are not genetically related to the brood stock from years past, the species appears to be native to the area. This suggests tribal members may have more of a right to harvest this species than was previously thought. Given the fact that both Coho salmon and pacific lamprey are traditional foods for tribal members, these findings will likely add to the community's food supply. Additionally, the data obtained provide information for managing other species, such as steelhead trout, because CTGR now has increased understanding of how each species affects the others.

This project brought positive attention to the tribe within the scientific community and spurred the interest for new partnerships with Oregon State University, University of Manitoba, the Columbia River Intertribal Fish Commission, and California Western Fishes (a research entity funded by NOAA). Sharing data and resources will ensure that CTGR and its members continue to benefit from increased knowledge and capacity moving forward.

"The results of the genetic analysis put the tribe in a position to make informed decisions and influence the state on how these fish are managed."

Kelly Dirksen, Fish and Wildlife Manager

CONFEDERATED TRIBES OF THE GRAND RONDE COMMUNITY OF OREGON



Project Title:	Grand Ronde Chinuk Wawa Immersion Project
Award Amount:	\$671,460
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 5 elders involved
- 124 youth involved
- \$69,817 in resources leveraged
- 14 individuals trained
- 8 partnerships formed
- 7 language teachers trained
- 80 youth increased their ability to speak a native language
- 7 adults increased their ability to speak a native language
- 3 people achieved fluency in a native language

BACKGROUND

The Confederated Tribes of the Grand Ronde Community of Oregon (CTGR) Reservation is located in northwest Oregon, in the foothills of the Coast Range Mountains. CTGR is composed of more than 20 tribes and bands whose traditional lands included regions throughout western Oregon and northern California. Each individual tribe was linguistically and culturally distinct, resulting in seven

languages composed of at least 25 dialects. Presently, Chinuk Wawa is the only surviving native language of the Grand Ronde community, and is a source of pride for CTGR and its members. Its use had steadily diminished since the 1920s, but CTGR's Chinuk Immersion Program has helped the language resume a prominent role in the Grand Ronde community. Specifically, immersion offerings for pre-school and kindergarten students have demonstrated considerable success.

PURPOSE AND OBJECTIVES

The purpose of this project was to expand on the tribe's language preservation efforts by offering a greater number of immersion classes to kindergarten, pre-school, and elementary school students. The first objective was comprised of three parts: 1) to provide 1,860 hours of Chinuk Wawa language immersion instruction to 15 kindergarten students; 2) to have all 15 students reach Level 2 language proficiency, and; 3) to provide 90 hours of after-school immersion instruction to at least 30 children. An average of eight kindergarteners participated each year, and by the end of the project, staff exceeded the goal by providing 3,360 hours of immersion instruction. In addition, staff provided 3,766 hours of

instruction to pre-school students, and 182 hours to students in the after-school language program. After-school sessions took place once a week for one hour at a time. Approximately 30 students participated in this portion of the program each year, and most were involved for all three years. Students typically started at Level zero and staff were successful in helping the vast majority of participants reach Level two by the end of the project, indicating proficiency in basic vocabulary, phrases, and sentences.

Staff gave all students pre- and post-tests to measure progress in each of the subject areas, such as colors, shapes, and animals. Pre- and post-tests were scored on a five-point scale, and the vast majority of students demonstrated significant progress. Most students began each subject area with scores ranging from 0.5 to 2.0, and finished with scores of 4.0 or higher, which roughly equates to Level two proficiency. All students received annual oral assessments, and kindergarten and after-school students also received annual written assessments. Participants in all facets of the program progressed at least one full point from pre-test to post-test.

The second objective was comprised of two parts: 1) to create or enhance seven geographically and culturally relevant subject units each year, and; 2) to provide 30 hours of training on curriculum implementation to at least four Chinuk language instructors. Project staff successfully created seven new curriculum units and trained seven Chinuk instructors in the new curriculum via master/apprentice instruction with master Chinuk speaker Henry Zenk. Master/apprentice sessions took place weekly, for at least one hour per session. Training topics included book translation, immersion methods, and subject-specific vocabulary for the new curricula,

such as fishing and hunting. By the end of the project, Mr. Zenk had provided 50 hours of training to seven teachers, significantly exceeding the original goal.

OUTCOMES AND COMMUNITY IMPACT

Student participants developed their ability to speak and understand Chinuk Wawa, and received an opportunity to connect with their native culture in a meaningful way. Through this experience, students increased self-esteem, academic focus, and sense of cultural identity. For example, Travis Stewart, who works for the tribe as a cultural specialist and has an eight-year-old daughter who participated in the program, stated that being exposed to another language helped his daughter focus and be attentive to other subjects in school. He added that studying Chinuk has sparked her interest in her culture and her people's history, and he feels that this language program has played an important part in bringing together other activities to maintain cultural vitality. Another parent of two children in the program, Luhui Whitebear, stated, "Everything in the program is native-based. My kids were both really into it—activities were age-appropriate and fostered a strong sense of engagement for the kids. Classes provided a good sense of stability, and my kids did better in other areas of school and have been more involved with other cultural activities since being in the program." Through enhancing the language proficiency of these young students, the project has resulted in increased knowledge and use of Chinuk Wawa that will augment the language's presence in the Grand Ronde community for years to come.

"This language program has been a key cog in the machine, and without it, so many other important cultural activities wouldn't happen."

Travis Stewart, CTGR Cultural Specialist

COQUILLE INDIAN TRIBE



Project Title:	Coquille Forest Environmental Management Capacity Building Project
Award Amount:	\$452,228
Type of Grant:	Environmental
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- \$180,705 in resources leveraged
- 10 individuals trained
- 29 partnerships formed
- 10 youth involved

BACKGROUND

The Coquille Indian Tribe serves over 850 enrolled members, half of whom reside in the tribe's five-county primary service area in southwest Oregon. Under the Coquille Forest Act of 1996, the Bureau of Land Management (BLM) transferred 5,400 acres of ancestral Coquille forest land from federal control back to the tribe. This act mandated the tribe to meet the same forest management standards and guidelines required for federally controlled forestland adjacent to the transferred land. The tribe's Department of Land, Resources, and Environmental Services (LRES) is responsible for meeting these forest management requirements, which include regularly monitoring and evaluating water quality, conducting environmental assessments of timber sales, and surveying and creating an inventory of endangered and threatened species and their habitats.

Prior to the project, the tribe faced a backlog of field inventories needed to meet federal forest management regulations. Investment in assessment equipment, training, and staff resources was necessary to address the backlog and enhance the LRES' capacity to meet field inventory requirements.

PURPOSE AND OBJECTIVES

The project's purpose was to develop the tribe's capacity to meet the reporting requirements of the Coquille Forest Act. In line with this purpose, the first objective was to develop the LRES' capacity to monitor and manage water quality in the watershed lands of the Coquille Forest. To accomplish this objective, the project team first needed to upgrade the LRES database to enable effective storage of water quality data and reports. LRES staff purchased a new server and software to manage records, and organized data files into one location with a centralized point of access. Next, LRES hired two project staff (a water and environmental specialist and a program assistant); purchased water assessment data loggers, field equipment, and laboratory equipment; and trained staff in how to use the equipment.

Since the new logging devices collected on-site water samples and measured water quality continuously, staff were able to improve the efficiency and accuracy of the data collection process. Project staff set up a schedule for a data collection rotation and completed two years of data collection at 20 water sites. This enabled the LRES to establish a baseline for peak water flow, Coho fish run patterns, turbidity, temperature, bacteria presence, pH level, and the amount of dissolved oxygen in the watershed lands. The data also allowed the LRES to detect non-point source water pollution on forestland.

The second objective was to develop the LRES' capacity to document and manage non-aquatic habitats on tribal lands to meet tribal and federal regulatory requirements. To accomplish this objective, LRES hired a natural resource technician and provided her with training in completing the reports mandated by the 10 regulatory acts affecting the Coquille Forest. Then, project staff initiated an internship program and trained eight interns in completing wildlife inventories. Over the course of three years, the interns completed wildlife, habitat, and timber inventories for 45 percent of the Coquille Forest, and the natural resource technician completed required reports with the compiled data. Through such inventories, the tribe was able to: survey the health, growth and stocking of 300 permanent forest plots; survey the presence of downed wood and wildlife trees; survey the presence of pre-threatened, threatened, and endangered species; and survey the presence of surveyed and managed species (as required by the BLM).

The third objective was to develop a community outreach program that would increase economic viability and enhance

environmental management of the forest. Staff published reports of LRES activities in the tribal newsletter and on the website; developed three crucial federal and state partnerships; held county fair presentations and forest tours; and hosted a youth summer academy, a "Kids in the Woods" educational program, and a mid-winter gathering.

OUTCOMES AND COMMUNITY IMPACT

Through this project, the tribe significantly improved its capacity to manage forestland and abide by federal regulations on forest transferred under the Coquille Forest Act. The tribe now has greater knowledge of its aquatic and non-aquatic habitats, and the LRES staff are well-trained to monitor water quality and inventory forest habitat.

The LRES has eliminated regulatory reporting backlogs, can better forecast forest growth and project revenue, and now completes its scheduled reports ahead of due dates. The tribe has improved its capacity to protect natural resources, and can quickly and accurately measure the effect of timber sales on threatened and endangered species and forest health. Furthermore, by involving and engaging 10 tribal youth in the project, LRES is making efforts to develop a new generation of tribal environmental managers.

Finally, due to LRES' increased ability to assess forestland through this project, the BLM and Coos County have contracted with the department to monitor and assess over 59,000 acres of land. These partnerships will provide an important source of revenue to sustain LRES' activities in the coming years.

NATIVE AMERICAN YOUTH AND FAMILY CENTER



Project Title:	Life Skills Development and Economic Security Project for Native Americans
Award Amount:	\$1,140,331
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 12 full-time equivalent jobs created
- 3 businesses created
- \$1,213,553 in resources leveraged
- 10 individuals trained
- 36 partnerships formed

BACKGROUND

The Native American Youth and Family Center (NAYAFC) was founded in 1974 and incorporated as a nonprofit organization in 1994 to provide a variety of family and community support services to Native Americans living in the Portland area. Roughly half of NAYAFC's 55,000 member client base lives 200 percent below the federal poverty level, and an additional 29 percent live between 100 and 200 percent below the federal poverty level. The target population for this project was Native Americans ages 16 and over who lacked continuous employment, stable housing, and financial security.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop job skills necessary for lifelong employment and increase the economic security of participants through Individual Development Accounts (IDAs) provided by the state of Oregon. The first objective was to establish professional skills training and life coaching services to prepare participants for jobs or enrollment in formal job training programs. Many potential clients faced obstacles to participation, such as unstable housing situations and difficulty paying for utilities and transportation. Project staff helped individuals stabilize their situations by connecting them with housing support, debt consolidation, and other financial relief services, thereby enabling their participation. Ultimately, the project team was able to meet the goal of enrolling 75 participants in each of the project's three years.

Project staff provided participants with training and coaching in the areas of financial literacy, introduction to business, developing budgets, managing credit, goal setting and planning, and micro-enterprise

and entrepreneurial development. All coaching and training was tailored to participants' individual needs and goals, determined through a collaborative, one-on-one intake process. Participants had a wide array of needs, from editing resumes and polishing interview skills, to ex-offenders' rehabilitation. In order to promote participant buy-in, staff focused on establishing and maintaining personal connections with participants throughout the project. Staff negotiated agreements with the Oweesta Corporation, Irvington Covenant Constructing Hope, and Oregon Trades Women to provide professional experiences and formal job training for participants.

The second objective of the project was for 150 program participants to establish IDAs. Applicants were first required to complete a needs assessment, formal goal setting process, and family financial management skills training. The IDAs could be used for home-ownership, starting a business, or post secondary education. By the end of the project, 179 participants successfully enrolled in IDAs, in which the state matched IDA participants' contributions at a three to one ratio.

OUTCOMES AND COMMUNITY IMPACT

Participants learned the value of formal goal setting, increased their financial literacy, developed personal budgets, learned how to manage credit and debt, received job training, and built new professional skill sets. Consequently, participants managed their personal finances more efficiently, developed clear professional goals, and embarked on specific steps toward realizing those goals, including enrolling in formal job training programs and acquiring gainful employment.

Several employment opportunities resulted from NAYAFC's involvement in the formation of three businesses during the

project period. NAYAFC partnered with a green energy company called Verde to form a new nonprofit renewable energy company called Verde Energy. Five program participants received training in green energy technologies from Verde Energy, specifically weatherization of houses, and were hired as full-time technicians at the conclusion of the project. NAYAFC's onsite kitchen was used to establish a catering enterprise called Nawitka, where seven participants gained full-time employment following the project. A third enterprise development was Naya Construction, which provided professional skill building opportunities for participants in carpentry, electrical work, plumbing, landscaping, and construction. By project's end, five participants were working full-time for Naya Construction.

Of the 179 IDA participants, 34 enrolled to start micro-enterprises and cumulatively saved \$92,000 including match; 19 purchased assets to start their businesses; and 18 completed formal business plans for ventures, including a bike shop, a private yoga instructor, and a licensed acupuncture business. Sixteen participants saved IDAs for home ownership and three have been able to buy homes using their IDA for part of the down payment. The remaining enrollees are saving IDAs toward postsecondary education. Regardless of their individual goals, program participants overwhelmingly expressed a newfound sense of direction, self confidence, and pride.

"Before this program I felt lost. I knew I wanted to go to school, but I didn't know how to move forward. Now I'm getting an associate degree in renewable energy, and my life has changed dramatically."

Rhea Standing Rock, IDA Participant

RED CLOUD INDIAN SCHOOL, INC.



Project Title:	Mahpiya Luta Lakol Waimspe Wicakiyapi - Teaching Lakota to Red Cloud Students
Award Amount:	\$302,229
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 8 full-time equivalent jobs created
- 20 elders involved
- 300 youth involved
- \$291,208 in resources leveraged
- 51 individuals trained
- 25 partnerships formed
- 7 language teachers trained
- 300 youth increased their ability to speak a native language
- 25 adults increased their ability to speak a native language

BACKGROUND

Red Cloud Indian School (RCIS), founded in 1888 on the Pine Ridge Indian Reservation, serves students in grades K-12. Though RCIS is not affiliated with the tribal government or tribal schools, 99 percent of students are Lakota youth from Pine Ridge. Due to the distressed economic conditions, RCIS does not charge tuition, and there is a long waiting list for enrollment. RCIS faculty have been teaching the Lakota language for over 40 years, with classes required for all K-eight students and one

level of high school students. Over the years, however, these courses have not succeeded in creating fluent speakers.

In 2006, there were roughly 6,000 fluent Lakota speakers. The average age of these speakers was 65. In 2008, to stem the loss of the language and encourage fluency and use among youth, RCIS educators began working with Indiana University's American Indian Studies Research Institute (AISRI) to develop a K-12 curriculum. In academic year 2008-09, they developed a basic template for the curriculum, outlining learning concepts, sequences, and activities, and created pilot materials for grades five-six and high school level one.

PURPOSE AND OBJECTIVES

The project's purpose was to expand RCIS's Lakota language revitalization efforts through further curriculum development and language teacher training. The first objective was to develop, test, and revise curricular materials for grades K-two, seven-eight, and high school levels two-three, and to test and revise curricula made previously for grades five-six and high school level one. RCIS staff and AISRI partners, including linguists and curriculum development consultants,

began by reviewing the curriculum template created for the pilot materials, ensuring it was logically, thoroughly, and interestingly arranged to present Lakota language structure and functions to K-12 youth and to facilitate the development of reading, writing, speaking, and listening skills.

Using this template and carefully considering how to sequence the K-12 curriculum, the project team reviewed and revised previously-created materials and developed new textbooks, teachers' manuals, teaching aids, assessment tools, and multi-media materials over the next 18 months. All units included grammar points and practice activities, incorporated grade-level appropriate content areas on history and culture, and featured artwork from local artists. Multi-media materials included themed flash cards; an online dictionary; an animated reading lesson series based on the story of an Oglala Lakota brother and sister; and interactive online vocabulary activities. The team also developed a Lakota language keyboard for both PC and Mac. This gave students and staff a common writing system, consistent with the one selected for the texts, for learning and teaching Lakota. By project's end, the team finished the curricula for kindergarten, grades five-eight, and high school levels one-two, and 90 percent of the high school level three curriculum. The curricula for grades one-two were 30-40 percent complete. Over 300 students from grades five-eight and high school levels one-two used the new curriculum during the project, and the team made changes based on student and teacher feedback.

The second objective was to provide training to RCIS Lakota language teachers in current language teaching techniques, preparing them to effectively utilize the new curricula. To do this, AISRI staff provided ongoing short teaching demonstrations, one-on-one consultation, in-class interaction, and small group training to seven RCIS teachers on

using active language techniques, the new curricula, assessment strategies, and other topics. AISRI maintained an on-site coordinator in Pine Ridge for the duration of the project, ensuring that training met the needs of the RCIS staff, and that teacher feedback was incorporated into the new curriculum. In August of each year, teachers took part in an intensive three-day training workshop, and six teachers travelled to the AISRI program office in Indiana for training in March of each year.

OUTCOMES AND COMMUNITY IMPACT

RCIS Lakota language teachers have expressed strong satisfaction with the new curriculum; it gives them a structure, activities, and assessment tools, and eases the daily worry of creating lessons and searching for resources. The curriculum's thoroughness, accessibility, affirmation of Lakota culture, and use of modern teaching techniques and multimedia tools encourage students to be more interested in learning, add credibility to the classes, and enhance the position of teachers.

According to Robert Braveheart, the RCIS superintendent, "Students have higher quality Lakota language curricula than ever before, are becoming less shy about learning and using the language, and are using it in a wide range of settings. Our language team had the most improved and highest language scores at the Lakota Nation Invitational. We have a basketball coach who uses Lakota on the court with the kids. Teachers—not just language teachers—are requiring kids to use Lakota to get hall passes. Parents and grandparents report that their kids are asking more questions about the language. The project has given them hope that the whole reservation community will benefit, and that our language and culture will be preserved."

RCIS received a new ANA grant to finish the K-12 curriculum, and is on target to complete these efforts by September 2013.

RURAL AMERICA INITIATIVES



Project Title:	Lakota Healthy Marriages
Award Amount:	\$906,946
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 6 full-time equivalent jobs created
- 400 elders involved
- 450 youth involved
- \$55,152 in resources leveraged
- 62 individuals trained
- 19 partnerships formed

BACKGROUND

Rural America Initiatives (RAI) is a nonprofit organization based in Rapid City. Formed in 1986, RAI provides a wide range of social services to the 19,000 Native Americans living in Rapid City and the surrounding area. RAI's Ateyapi Mentoring Program has provided area American Indian youth and adolescents, ages 10 to 14, with cultural and physical activities, character building opportunities, and academic tutoring since 1994. The program's mentors work in public schools, with teachers, providing assistance in classrooms and on playgrounds, and implement Ateyapi afterschool programs for Native American boys and girls. Program activities have included singing, dancing, arts and crafts, language, sports, field trips, and educational workshops, and are designed to enhance the

self-esteem, health, wellness, and social identity of youth participants.

The Ateyapi Mentoring Program has many well-established partnerships with Rapid City public schools, including Knollwood Elementary, General Beadle School, and Horace Mann School. These three schools have 58, 53, and 48 percent American Indian enrollment respectively. The youth served by this project were mainly fourth and fifth graders, ages 10 to 12, from these schools.

PURPOSE AND OBJECTIVES

The project's purpose was to develop a sustainable healthy relationships component for the RAI's Ateyapi Mentoring Program, to provide the Rapid City Native American community with healthy relationships education. Incorporating Lakota/Dakota values, the new healthy relationships component would integrate educational sessions with mentor role modeling to facilitate greater understanding and practice of the attitudes, values, and behaviors found in healthy marriages and stable families.

The first objective, in year one, was to increase the healthy relationship skills of 16 Ateyapi program mentors and enhance their

capacity to train others. To accomplish this, five Ateyapi mentors, 11 mentor trainees, and four others recruited from RAI programs received three days of intensive training in the Native Wellness Institute's (NWI) "Leading the Next Generations" healthy relationships curriculum. Training topics included native wellness; historical trauma, healing, and wellness; healthy gender roles; communication; and healthy conflict resolution. Upon completion of the training, the trainees received training of trainers certificates, and were authorized to train others in the NWI curriculum. These individuals also were given training in other healthy relationships curricula to broaden their perspectives on healthy relationships and wellness. After completing the training, mentors recruited 120 youth for the project, involving them in making the curriculum more age-appropriate and adapting it to Lakota culture. Staff then tested the materials and received feedback from 30 youth serving on curriculum review teams.

The second objective, in year two, was to increase the understanding of 120 youth on the benefits of healthy relationships and improve their relationship-building skills by 10 percent as measured in pre- and post-assessments. To accomplish this, program mentors, with occasional assistance from mentor trainees, trained 139 Knollwood, General Beadle, and Horace Mann fourth and fifth grade students in the 12-week Lakota-adapted NWI curriculum. Project staff collected assessment data on the youth and provided it to an independent evaluator, who tracked the learning and progress of the students. Mentors kept parents informed and involved through powwows, parent nights and socials, honoring marriage celebrations, cultural presentations, holiday events, and after-school activities.

The third objective, in year three, was to train 120 more youth and 50 young adults in the Lakota-adapted healthy relationships

curriculum, and to institutionalize it as a regular component of the Ateyapi program. To accomplish this, the RAI team recruited and trained youth from the three schools and adults from RAI's Birth to Five Early Head Start and Head Start programs. In year three, 123 elementary students finished the curriculum. Furthermore, 42 adults completed the adapted NWI curriculum and were certified as trainers of the curriculum.

OUTCOMES AND COMMUNITY IMPACT

In three years, 62 adults, including 40 parents, were trained in the Lakota-adapted NWI curriculum. Most of those trained work in RAI programs, and have begun teaching the curriculum to families, youth, and other community organizations, ensuring that the Rapid City American Indian community will continue to benefit from healthy relationships education.

Of the 450 youth participating in the project, 382 were able to complete the 12-week curriculum. Results from post-tests indicate that youth improved by 19.8, 35.2, and 33.4 percent (year to year) in their ability to recognize the signs of unhealthy relationships. Project Coordinator Whitney Rencountre stated, "The project has helped kids learn core values and traditional methods to reflect upon their identity, gain acceptance, navigate life's issues, and have healthy relationships." Truman Grooms, a parent of a project youth, concurred: "I've seen real change in the way my son communicates; he is much more expressive than before. The Ateyapi program turns kids in the right direction and enhances their self-esteem. It gives them the tools to know Lakota culture and values, helps them develop skills at resolving conflict, and even gives them a chance to do their homework. Being associated with the program has been a real positive experience for our family."

HOH TRIBAL BUSINESS COMMITTEE



Project Title:	Hoh Tribal Language Assessment Project
Award Amount:	\$70,269
Type of Grant:	Language
Project Period:	Sept. 2009 – Mar. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 15 elders involved
- 11 youth involved
- \$4,400 in resources leveraged
- 8 partnerships formed
- 1 language survey developed
- 50 language surveys completed

BACKGROUND

Located in northwestern Washington State, the Hoh Tribe has 230 enrolled members. The tribe shares its native language, Quileute, with the nearby Quileute Tribe. At the start of this project, the Hoh had only two known fluent Quileute speakers, and tribal leaders did not know the levels of fluency among other tribal members.

Moreover, the tribe did not maintain an archive of language resources, so members had limited access to information on the historical, traditional, and contemporary use of the language. In an effort to gain a better understanding on the status of the language and to begin preservation efforts, the tribe created a language preservation program in 2009.

PURPOSE AND OBJECTIVES

The project purpose was to encourage preservation of the Quileute language within the Hoh Tribe by assessing the status of the language and by developing the requisite tribal policies and partnerships to promote learning and understanding among tribal members.

The first objective was to survey the tribal community on the status of the language, establishing a clear understanding of the number of individuals who spoke the language, their level of understanding, the extent to which they use the language, and their attitudes about the language. Project staff strove to collect baseline data to assist them in designing and implementing future programs for restoring the language. Due to the poor health of the project coordinator, most intended activities were not implemented during the first six months of the project period. To address this problem, tribal administrators hired a new project coordinator, who, along with a consultant, analyzed surveys conducted by other tribes to determine the types of survey questions to use in the Quileute language survey. Next, staff developed a survey, gained approval for use from the Hoh Tribal Business Committee, and recruited two volunteers to

help conduct the survey. By the end of the planned project period, the team surveyed 50 tribal members, both in-person and through telephone interviews. Because staff did not complete the survey analysis before the project period ended, the coordinator requested and received a six-month no-cost extension (NCE). During the NCE period, the project team completed the analysis.

The second objective was to identify institutions and organizations in possession of archives, records, documents, and materials depicting the Hoh tribal language and culture, and to gain access to these materials. To accomplish this, the project coordinator and the consultant identified and contacted various organizations known or believed to hold archives or repositories of such documents. Working primarily with the consultant, the tribe was able to collect and catalogue 98 cultural resources.

The third objective was to develop a Memorandum of Understanding (MOU) with the Quileute Tribal School (QTS) to assure access to the school's language archives and curricula. The project coordinator met with QTS staff, developing an MOU acceptable to school administrators and to the Hoh Tribal Business Committee. The MOU allowed the Hoh Tribe the right to use to the cultural archives of the school.

OUTCOMES AND COMMUNITY IMPACT

Although the project faced significant delays, the project team utilized the NCE period to complete most of the project activities. According to the project team, the language assessment was the first research conducted on the status of the Quileute language by the Hoh Tribe. The assessment provided the tribal community with a greater understanding of how many people in the tribe speak the Quileute language, how the language is used in the community, what were the community attitudes toward the

language, and which language-related services may be needed.

By identifying and collecting language and cultural resources, the project team provided the tribe's culture and language committee with materials connecting tribal members with their heritage and encouraging greater knowledge of the Quileute language. By joining forces with a school possessing an existing language curriculum, the team provided the tribe's language committee with new resources. In addition to the partnership with the Quileute Tribal School, project staff built or strengthened relationships with seven additional partners. According to the project coordinator, these partnerships and knowledge gained through the project will help the committee formulate strategies to preserve and revitalize the language and culture of the Hoh Tribe.

LUMMI INDIAN BUSINESS COUNCIL



Project Title:	Healthy Marriages for Healthy Families
Award Amount:	\$1,008,965
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2006 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 5 elders involved
- \$234,990 in resources leveraged
- 431 individuals trained
- 16 partnerships formed

BACKGROUND

With 4,029 enrolled members, Lummi Indian Nation is located on the Lummi Indian Reservation in Whatcom County, Seattle. A majority of Lummi households are single parent, and many Lummi women have reported physical abuse by a partner. In 2005, there were more divorces in the Lummi courts than marriages. According to tribal officials, the Lummi Police Department routinely responds to domestic violence reports, and the Lummi Nation Child Support Program has been inundated beyond its capacity.

PURPOSE AND OBJECTIVES

The purpose of this project was to promote healthy marriages and healthy relationship practices on the Lummi Indian Reservation. The first objective was to hire a support network coordinator, a marriage counselor,

and an advocate/assistant. Tribal administrators made these hires within the first six months of the project.

The second objective was to develop a definition of healthy marriage according to Lummi cultural standards. To gather input, five elders conducted 212 oral surveys with community members. This process facilitated community investment in the project and the results informed staff's creation of an inclusive definition of a healthy Lummi marriage.

The third objective was to develop and maintain outreach strategies, intake procedures, and information packages to maximize access to services and information available through the project. To accomplish this, project staff created a customized intake form and an information package containing relationship evaluation tools, definitions, brochures, and other information about the project. Outreach strategies included elders' face-to-face contact with community members, frequent website and email updates, and collaboration with partnering agencies. Related to this, the fifth objective was to mobilize and maintain an ongoing publicity campaign to ensure community awareness of the project. Project

staff created monthly newsletter articles, listservs, emails, weekly flyers, Facebook and Twitter accounts, posters, brochures, business cards, and a program logo (pictured above). Staff stated these efforts resulted in more inquiries into the program and an increased volume of clients.

The next objective was to coordinate educational opportunities for clients to participate in, such as seminars, classes, workshops, and counseling sessions. Project staff were successful in coordinating a series of these opportunities pertaining to parenting, communication skills, relationship dynamics, strengthening families, and classes for teens. Classes were typically two to three hours per class, once a week for 10 to 12 weeks. The goal was for participants to miss no more than one class in any series in which they enrolled. However, a challenge emerged in regards to consistent attendance at some of these classes, so a series of drop-in, self-contained sessions were offered as well. By project's end, a total of 431 tribal members had attended at least one class or workshop.

The sixth objective was to organize an annual Get Hitched Gala. According to project staff, these were "big bridal shows" in which tribal members who were thinking about getting married were invited to a formal event featuring information on what couples need to know before getting married, including a showcase of all the products and services needed for wedding planning. Project staff successfully hosted the galas each year at different venues, and always featured local vendors such as caterers, DJs, and photographers.

The seventh objective was to evaluate all available project data on an annual basis regarding progress of couples and overall success of the program. In the final year, project staff were to use the data to formulate a sustainability plan for the

project. Data consisted of the results of surveys, questionnaires, and counselor reports. Staff successfully used this information to modify the project from year to year based on what seemed to be working and what needs were still unmet. Staff did not create a sustainability plan, but they are using data gathered from this project to pursue future funding opportunities.

OUTCOMES AND COMMUNITY IMPACT

Participants cited improved communication with their spouses and children, greater awareness of interpersonal dynamics, and healthier familial relationships. Many participants stated that they gained new insight into how they were raised, which has allowed them to raise their own children in a healthier manner. In some cases, this has resulted in generational cycles of abuse and neglect finally being broken. Spouses and children of participants also benefitted, as they now enjoy stronger relationships with their husbands, wives, and parents.

The five tribal elders involved in this project expressed gratification for the opportunity to interview community members, stating that the process was empowering and gave them a meaningful role in an important community effort.

Partnering tribal divisions and outside agencies gained expanded professional networks and shared resources.

Lastly, the tribe as a whole benefitted from having a self-made definition of healthy marriage. This definition is currently in the process of being incorporated into Lummi law through resolution, which means it will be utilized as a standard to uphold in formal processes such as family court cases involving child support, custody, and visitation rights.

NORTHWEST INTERTRIBAL COURT SYSTEM



Project Title:	Promoting Tribal Sovereignty by Creating Infrastructure for Code Maintenance
Award Amount:	\$621,841
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Dec. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 11 elders involved
- \$13,355 in resources leveraged
- 14 partnerships formed
- 12 governance codes/ordinances developed

BACKGROUND

The Northwest Intertribal Court System (NICS) is a native nonprofit formed in Lynnwood, Washington in 1980. NICS serves the legal needs of its seven member tribes: Chehalis, Muckleshoot, Port Gamble S'Klallam, Sauk-Suiattle, Shoalwater Bay, Skokomish, and Tulalip. In recent years, tribal court staff, attorneys, and community members in all seven tribes detected serious internal inconsistencies in their legal codes. This problem has become more prevalent over time as tribal bodies of law have been amended and expanded to meet the developing needs of NICS's communities. Consequently, codes have been critically deficient due to a basic lack of structure necessary to ensure consistent development

and proper maintenance. While some of the identified inconsistencies are minor, a growing number of major discrepancies presented significant obstacles to the functioning of NICS member tribal courts.

PURPOSE AND OBJECTIVES

The purpose of this two-year project was to promote tribal sovereignty and self-sufficiency among the seven NICS member tribes through the development of a legal code structure designed to enhance the strength and validity of the tribal bodies of law. The first objective was to create a code maintenance plan for each of the seven NICS member tribes. Code maintenance plans were to contain specific systems and procedures to ensure the proper incorporation of amendments, the documentation of legislative history, and the effective maintenance of an accurate, official version of each tribe's body of law. Project staff met with member tribes to assess their legislative history. Discrepancies regarding rules, roles, and responsibilities had created confusion and disorder in many cases. For example, various legal entities, such as prosecutors

and judges, often worked with different versions of codes. Additionally, most tribes lacked specific processes for incorporating amendments into tribal codes and proposing formal changes.

After the review, staff created a code maintenance framework that each tribe could customize to suit its individual needs and priorities. Tribal justice communities from each tribe attended bi-weekly meetings with tribal councils and legal staff members to provide input on the framework. Six out of the seven member tribes adopted the framework (Port Gamble declined because it already had one). Project staff liken the framework to a “road-map” through which concrete guidelines are provided for the effective maintenance of codes on an ongoing basis.

The second objective was to draft a legislative procedures code and an administrative procedures code for each tribe. Legislative procedures pertain to tribal councils, whereas administrative procedures pertain to tribal agencies and departments. Staff gathered existing code samples from member tribes and distilled them into a single model. Staff surveyed tribes on the prioritization of administrative or legislative codes and formatted templates consistent with each tribe’s existing code. Next, project staff identified and addressed all discrepancies between each tribe’s constitution and codes. By project’s end, staff created 12 new codes; each tribe received code in their expressed priority area, and five tribes received both administrative and legislative codes.

OUTCOMES AND COMMUNITY IMPACT

Due to the nature of this project, its impact will become more evident over time. However, several entities have already experienced benefits. Tribal courts now are functioning more smoothly, with increased clarity regarding codes, policies, and

procedures. Consequently, prosecutors, defense attorneys, and judges are able to work more effectively and efficiently with one another, and tribes will save money through judicial economy. Additionally, the appellate process will be minimized as a result of implementation of the 12 new codes.

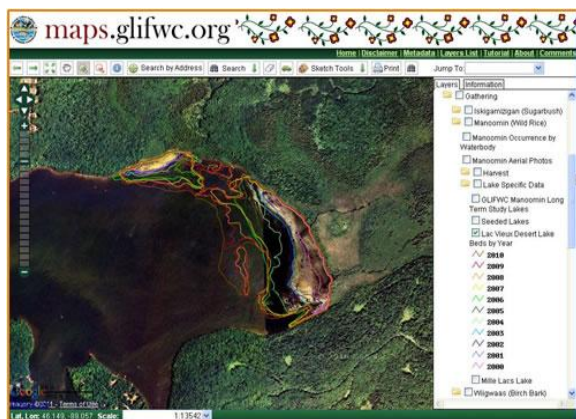
Due to the improvements, tribal courts will be able to coordinate more easily with state courts. For example, in a domestic violence case, if a tribal court issues a protection order, the individual being protected needs the state courts to enforce that order for it to be effective. Prior to this project, this type of comity was not always given due to questions from the state regarding the validity of certain tribal court rulings. However, project staff hope that with more efficient systems in place, decisions rendered by tribal courts will be honored by the state court system with increased regularity.

This project has enabled tribal councils to make informed legal decisions free of conflict due to clear code language. Transparency has been enhanced; tribal constitutions are followed with more fidelity and due process is better ensured. All of this equates to enhanced legal functioning and increased preservation of sovereignty amongst NICS’s member tribes.

“Discrepancies in the codes have been identified and reconciled, and the tribes now have a solid framework with which to move forward. The impact has already been felt, and will continue to grow.”

Dana Merriman, Project Director

GREAT LAKES INDIAN FISH AND WILDLIFE COMMISSION



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

WISCONSIN

PROJECT SNAPSHOT

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

BACKGROUND

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

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

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

PURPOSE AND OBJECTIVES

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

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

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

OUTCOMES AND COMMUNITY IMPACT

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

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

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

GREAT LAKES INDIAN FISH AND WILDLIFE COMMISSION



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

WISCONSIN

PROJECT SNAPSHOT

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

BACKGROUND

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

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

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

PURPOSE AND OBJECTIVES

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

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

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

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

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

OUTCOMES AND COMMUNITY IMPACT

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

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

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

LaTisha McRoy, Project Coordinator

GREAT LAKES INTER-TRIBAL COUNCIL



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

PROJECT SNAPSHOT

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

BACKGROUND

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

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

was time-consuming and inefficient service delivery.

PURPOSE AND OBJECTIVES

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

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

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

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

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

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

OUTCOMES AND COMMUNITY IMPACT

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

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

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

LAC DU FLAMBEAU OF LAKE SUPERIOR INDIANS



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

PROJECT SNAPSHOT

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

BACKGROUND

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

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

PURPOSE AND OBJECTIVES

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

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

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

www.ojibwelanguage.podomatic.com.

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

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

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

OUTCOMES AND COMMUNITY IMPACT

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

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

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

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

Leon Valliere, Project Director

WAADOOKODAADING, INC.



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

PROJECT SNAPSHOT

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

BACKGROUND

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

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

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

PURPOSE AND OBJECTIVES

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

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

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

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

OUTCOMES AND COMMUNITY IMPACT

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

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

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

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

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

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

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

Alex DeCoteau, Waadookodaading
Teacher
