



2008 Impact and Effectiveness of
Administration for Native Americans Projects Report

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EXECUTIVE SUMMARY

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

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

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

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

OVERVIEW

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

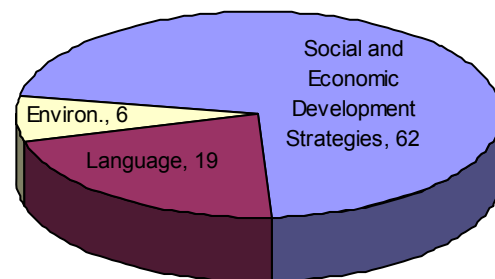
RESULTS AND IMPACTS

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

During 2008, 87 of 228 ANA-funded projects were selected for impact visits. Of the 87 selected projects, six projects had no-cost extensions that carried the projects beyond 2008.

Therefore, these projects are not included in this report. An additional six projects, which were expected to be completed in 2007 and received no-cost extensions into 2008, are included in this report. Projects were selected based on approaching completion dates, geographic location (within one day's drive of another project), and amount of the grant award (i.e., high-dollar projects).

Figure 1: ANA Projects Visited by Grant Category



This report provides results for the 87 selected projects that fell into the three general grant categories as depicted in Figure 1. Funding totaled \$26.5 million for the 62 SEDS projects, \$5.4 million for the 19 language projects and \$2.2 million for the 6 environmental projects. The 87 projects were located in 19 states and territories, with the highest number of projects in Alaska (18 projects) and Oklahoma (13 projects). Table 1 summarizes the key results by state.

Table 1: Key Project Results

	# of Projects	Award Amount	Jobs Created	Native American Consultants Hired	Businesses Created	Revenue Generated	Resources Leveraged	Partnerships Formed	Individuals Trained	Elders Involved	Youth Involved
Alaska	18	\$7,827,083	37	32	-	-	\$1,785,749	194	4,794	599	1,490
Arizona	5	\$1,682,913	18	9	-	\$1,674	\$913,055	66	60	117	268
California	6	\$1,802,732	15	9	-	-	\$380,788	70	142	140	996
Guam	1	\$148,106	2	6	-	-	\$38,108	14	4	10	22
Hawaii	6	\$3,377,795	51	22	25	\$362,273	\$1,369,551	77	487	254	2,137
Marianas Islands	1	\$158,646	1	1	-	-	\$50,660	16	1	112	10
Michigan	3	\$1,278,285	34	1	5	-	\$43,198	29	79	68	110
Minnesota	4	\$1,391,927	13	22	8	\$1,515	\$291,420	122	3,493	410	1,200
Montana	6	\$2,209,045	16	21	-	\$172,325	\$80,636	67	132	106	1,343
Nebraska	4	\$984,893	15	-	5	-	\$1,104,893	79	116	78	716
New Mexico	4	\$1,647,195	14	5	-	\$78,700	\$407,274	85	419	163	215
North Carolina	2	\$222,730	4	2	-	-	\$25,365	33	187	42	41
North Dakota	2	\$1,019,027	6	4	-	-	\$8,460	4	24	-	-
Oklahoma	13	\$4,204,651	61	17	1	\$39,000	\$2,386,137	167	2,207	3,273	4,957
Oregon	5	\$3,365,200	119	7	-	\$21,845	\$1,115,354	141	576	252	845
South Dakota	1	\$573,277	3	-	1	-	\$98,365	92	7,837	100	250
Utah	1	\$1,024,255	4	3	1	\$15,165	-	41	-	325	459
Washington	4	\$712,114	9	23	1	-	\$2,418,052	47	75	36	156
Wisconsin	1	\$453,510	5	2	-	-	\$3,000	3	-	6	500
Total	87	\$34,083,384	427	186	47**	\$692,497	\$12,520,065	1,347	20,633	6,091	15,715

** 45 of the businesses created were by economic development projects and two by social development projects

A total of 693 individuals were hired full-time, part-time and/or temporarily during the project periods. The “Jobs Created” column represents the full-time equivalent¹ of those positions funded by ANA projects and other leveraged funds. Figures for “Revenue Generated” and “Resources Leveraged” were validated by the evaluators to the extent possible.

While the timing of these evaluations did not allow evaluators to gauge long-term outcomes and impacts, these projects achieved many immediate and intermediate outcomes. Data collected from impact visits demonstrates 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 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 2000 U.S. Census data, 25.7% of American Indians/Alaska Natives live in poverty and 31% of Native American children under age 18 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 11 business development and job training projects ending in 2008 with a total funding amount of approximately \$5.6 million. Projects in the business development and job training categories created 44 new businesses and 196 full-time job equivalents, both of which contribute to the economic stability and self-sufficiency of communities. The following are examples of these types of projects:

- According to an analysis of the 2000 Census data conducted by the Northwest Area Foundation (2005), there were an estimated 55,145 Native Americans living in the Portland, OR -Vancouver, WA Primary Metropolitan Statistical Area. Of these, approximately 50% lived at or below 200% of the Federal poverty level, which breaks down to \$7.22 an hour to support a family of four. To counteract this high poverty rate, the Native American Youth and Family Center implemented an ANA project which created a workforce development program that offered employment guidance, skills training and job search assistance to Native Americans residing in the Portland area. Of its 239 clients, 116 completed a 6-week job readiness program consisting of 15 workshops on resume writing, goal setting, communication in the workplace, time management, and preparing for a job interview. To gauge project effectiveness and impacts, the project staff contacted clients on a monthly basis to obtain feedback and employment status updates. They learned that 137 clients were employed at the conclusion of the project; 84 clients were working in full-time positions and 53 had received part-time jobs. Further, they discovered that of the clients that were not yet employed, 33 had enrolled in a GED program, 32 were pursuing higher education, and 16 were attending or had recently completed a vocational education training program.
- The Duwamish Tribe, located in Seattle, Washington, developed and implemented business systems for its new Longhouse and Cultural Center, including an art gallery, gift shop, and performance venue for local entertainers. During the project period, the Tribe leveraged \$1.98 million in donations from foundations, individuals, and other institutions to complete the construction of the facility. The Longhouse facility, which includes office space for the Tribe's employees, has begun to provide steady income for the Tribe. It serves as a repository of Duwamish history, art, and culture. The space also acts as a hub for tribal programs and services, and provides a land base from which to promote the social, cultural, political, and economic survival of the Tribe and its members.

ANA evaluated 10 other economic development projects in 2008 with a total funding amount of approximately \$3 million. The projects focused on organizational capacity building, emergency

² The U.S. Census Bureau conducts a comprehensive survey of the American public every ten years. Through a joint effort with the Bureau of Labor Statistics, the Census Bureau releases yearly updates for key indicators, entitled the Current Population Survey. The 2007 release, the most current data available, indicated a poverty rate of 25.3% among Native Americans and Alaska Natives.

response activities, and subsistence activities. These projects leveraged \$1.5 million, trained 7,922 individuals, created 56 full-time equivalents, and developed 1 business. The following is one example of this type of project:

- The Quapaw Tribe and its tribal service area are located within the Tar Creek Superfund site, an area in Ottawa County, Oklahoma, that is highly contaminated due to over 50 years of lead and zinc mining. At the time this project was planned, 1,790 people lived within the contamination zone, 780 of which were Quapaw tribal members. Due to the toxic conditions, over 60% of the area's residents accepted federal buy-out assistance to relocate their homes. The situation devastated the tax base that supported emergency services for the remaining 6,000 residents of Ottawa County.

The Tribe implemented an ANA project to establish the Quapaw Tribal Ambulance Service in order to continue offering emergency services within northeastern Oklahoma. Project staff established a partnership with the Oklahoma Department of Health to access the codes and regulations for the state's Emergency Medical Services (EMS) providers. The Quapaw Tribal Council adopted parallel emergency medical treatment guidelines and patient care protocol for tribal EMS staff. Project staff developed a rate structure for services, created a third-party billing system for payment collection, and incorporated reduced rates for tribal members. In collaboration with Ottawa County, project staff developed GIS/GPS maps of the service area for use in emergency call response. Project staff procured the county's EMS vehicles and equipment, and leveraged an additional \$500,000 from the Quapaw Tribe to refurbish outdated equipment. The Tribe also established two sub-stations, thereby expanding the service area to approximately 18,000 people and reducing emergency response times. To staff the expansion, the Quapaw Tribal Ambulance Service created 19 Paramedic Emergency Medical Technician (EMT) positions, 8 Basic EMT positions and 7 administrative positions, for a total of 34 permanent EMS staff. All services will continue through a combination of income from fee payments and tribal appropriations.

SEDS - SOCIAL DEVELOPMENT

ANA social development projects invest in human and social capital to advance the wellbeing of Native Americans. ANA-funded social development projects focus on the restoration and celebration of cultural identity to overcome a variety of social ills stemming from cultural loss and historical trauma. These include high rates of depression, suicide, drop-out, and incarceration among Native American populations. ANA evaluated 20 social development projects ending in 2008 with a total funding amount of over \$7.3 million. These 20 projects involved 1,343 tribal elders and 5,672 youth, and trained just over 3,600 individuals in topics such as elder health care, healthy eating, cultural preservation, and operating construction equipment. The following is an example of a social development project evaluated in 2008:

- The Coharie Tribe is located in rural eastern North Carolina. Since the Tribe is only state-recognized and not federally-recognized, tribal members are ineligible to receive services from the Indian Health Service, and must rely on the health programs that serve the general public. The Tribe implemented an ANA project to educate community members about the health care system, provide information and training on healthy living, and develop a comprehensive health resource manual, which provides information about the health services available in the community and contact information for local

hospitals and health providers. The Tribe also hired a Health Navigator (a registered nurse and tribal member) to provide services such as transport to and from doctors' offices and assistance during provider visits. Based on community input, the Health Navigator served as an intermediary between tribal elders and their doctors and helped elderly patients understand their diagnoses, prescriptions, and treatment options. Over the course of the project, the health navigator worked with more than 65 tribal elders, thereby increasing their access to health care, knowledge of medications, confidence in their doctors' diagnoses, and overall quality of life.

SEDS - GOVERNANCE

ANA governance projects offer assistance to tribal and Alaska Native Village governments to increase their ability to exercise control and decision-making over local activities. In 2008, ANA evaluated seven governance projects with a total funding amount of approximately \$2.5 million. These projects aimed to enhance the capacity of native nonprofits and tribal governments. Combined, these projects trained 301 individuals on topics such as information technology, infrastructure development, and project monitoring software. Additionally, these projects developed six new governance codes and ordinances, of which five were implemented during the project timeframes. The following is an example of one such project:

- The Upper Village of Moenkopi (UVM), located in northern Arizona, is one of twelve Hopi tribal villages. To promote social and economic self-sufficiency for Moenkopi, the Hopi Tribe established the Moenkopi Developers Corporation in 1981. In 2007, the Corporation constructed a \$5.3 million environmentally-friendly wastewater treatment plant to accommodate future growth and economic development. The Corporation implemented an ANA project to create the legal, administrative, and staffing infrastructure to launch the Moenkopi Utility Authority (MUA). The MUA now manages the newly constructed wastewater treatment plant in compliance with Environmental Protection Agency (EPA) standards, and the village no longer relies on a treatment system from a neighboring city. As a result of the project, UVM residents have a new sanitation system, which for the first time is managed by an organization from within the Hopi community. For tribal elders, the benefits of indoor plumbing are significant, and local farmers and ranchers utilize the treated wastewater for agricultural irrigation and cattle. To sustain utility services, the MUA developed a fee-for-service plan that will gradually increase the percentage of fees paid by customers, as the Tribe had previously paid the costs of these services in full. With the MUA in place, the UVM is rapidly pursuing economic development projects that have waited years for completion. The Village recently completed the construction of a gas station and travel center, which provide employment for eighteen community members.

SEDS - FAMILY PRESERVATION

Introduced as a special initiative in 2005, ANA family preservation projects provide interested communities the opportunity to develop and implement strategies to increase the well-being of children through culturally appropriate family preservation activities, and foster the development of healthy relationships and marriages based upon a community's cultural and traditional values. ANA evaluated 14 family preservation projects ending in 2008 with a total funding amount of over \$8 million. These 14 projects involved 3,345 tribal elders and 5,527 youth and trained

6,984 individuals in topics such as foster care certification, responsible fatherhood, healthy life choices, and positive parenting. The following is an example of a family preservation project:

- Chugachmiut Inc., located in Anchorage, Alaska, operates as a consortium of seven Native Alaskan villages in the Chugach region, and offers a variety of health and social services to its constituents. Chugachmiut, Inc. implemented a three-year ANA project to build strong and supportive families by offering healthy relationship skill-building workshops to its constituent villages. A total of 521 community members completed the Prevention and Relationship Enhancement Program (PREP). For the workshop participants, attendance signified a commitment of family members to improve and advance their relationships. Workshop participants also completed pre- and post-tests to gauge the effectiveness of the program. The evaluations indicated that approximately 90% of the participants became more knowledgeable about relationship issues. These findings indicate that community members gained the tools to make healthy relationship choices and to better communicate with loved ones.

LANGUAGE PRESERVATION

At the time America was colonized, more than 300 native languages were spoken. Today, that number has dropped to approximately 160; the remaining languages are classified as deteriorating or nearing extinction.³ ANA language projects enable native communities to facilitate language preservation and revitalization activities. In 2008, ANA visited two projects that assisted grantees in developing viable plans for sustaining their languages. The projects utilized almost \$121,000 in ANA funding to conduct native language surveys, collect information on the status of native languages, and receive feedback from 423 tribal members. Tribes used the data collected in these surveys to develop community plans aimed at preserving their language. The following is an example of one of these projects:

- The Santee Sioux Nation's dialect of Dakota was an endangered language, but the extent of this status was unknown. Linguistic experts estimated that fewer than 40 fluent speakers remained in the Santee community. The Tribe utilized ANA funding to implement a language survey focused on determining the scope of language loss and, from the data collected, developed a plan to preserve, maintain and revitalize the language of the Santee Sioux Tribe. The project staff collected 308 completed surveys, representing 42% of the total reservation-based tribal population. Survey data analysis indicated that seventeen tribal members considered themselves fluent at understanding the Dakota language, and only two tribal members judged themselves to be fluent speakers of Dakota. With the information from the surveys and input from tribal elders and community partners, project staff developed a three-year action plan to develop and train tribal members to become Dakota language teachers, and to develop curriculum that encourages and facilitates intergenerational learning.

Other communities began addressing the loss of native languages and had encouraging results. ANA evaluated 17 other language projects ending in 2008 with a total funding amount of

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>.

approximately \$5.5 million. These projects trained language teachers, created master-apprentice programs, developed and digitized language materials, and created native language curriculum. The following is one example of this type of project:

- The Mescalero Apache Tribe of New Mexico developed an ANA-funded language project to promote increased use of the Apache language in the tribal community and support the documentation, preservation, and revitalization of the Apache language. At the commencement of the project, approximately 800 Apache speakers remained, with 80% of speakers over the age of 36. Over the three-year timeframe, project staff established a master-apprentice program that emphasized conversation over memorization, with eight language learners achieving fluency by the end of the project. Additionally, the master-apprentice team transcribed approximately 530 basic Apache phrases, created 270 pages of Apache language teaching resources, and developed a lexical database consisting of over 10,435 words. To sustain language revitalization efforts, the Apache language project will incorporate the new language materials into classes at local schools and begin teaching the newest generation of Apache speakers.

ENVIRONMENTAL REGULATORY ENHANCEMENT

Native communities seek to address the risks and threats to human health and the environment posed by pollution of the air, water, and land in Indian country and other tribal areas including Alaska. Tribal governments' jurisdiction over environmental issues is complicated by geographic borders and in many cases by weak, under-funded, and undefined tribal authorities. ANA environmental regulatory projects empower tribes to overcome environmental challenges by building internal capacities to develop, implement, monitor, and enforce their own environmental laws, regulations and ordinances in a culturally sensitive manner. ANA evaluated six environmental regulatory projects ending in 2008 with a total funding amount of \$2.2 million. These projects trained 233 individuals in environmental monitoring and management skills, developed 11 environmental codes or regulations, and conducted environmental assessments on tribal lands. The following is an example of one of these projects:

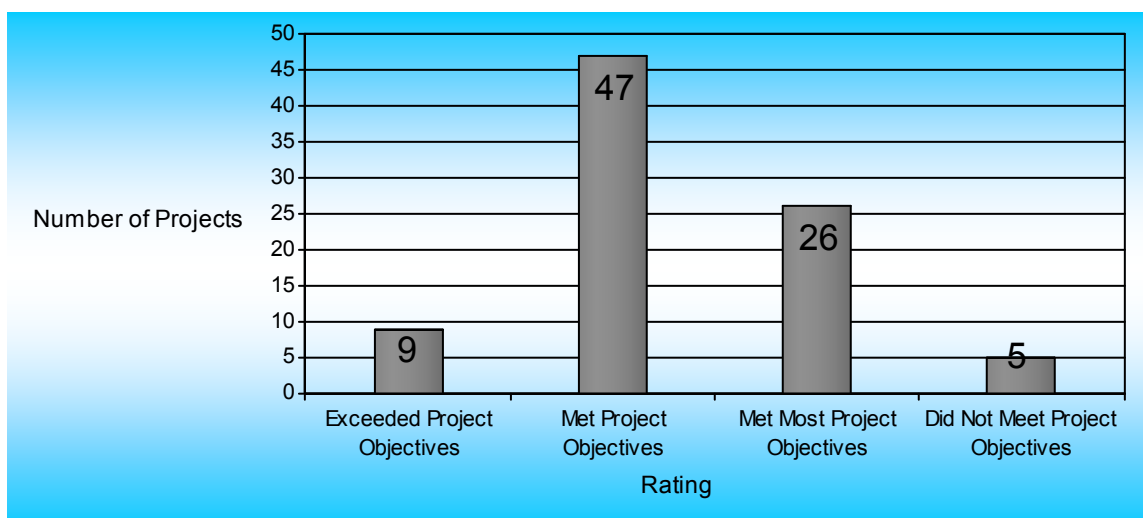
- The Yukon River watershed region in Alaska covers an area twice the size of California and currently suffers from declining salmon populations. Several hard rock mineral mines are in operation within the watershed area that utilize cyanide heap-leaching techniques, which have the potential to cause drastic environmental damage if not properly managed. In addition, insufficiently-treated human sewage and poorly constructed and located landfills pose threats to the health of the watershed and its residents. Some cities within the watershed currently dump untreated human waste directly into the river. The Yukon River Inter-Tribal Watershed Council (YRITWC), a consortium of 66 Native Alaskan villages, implemented an ANA project to expand and enhance its monitoring and sampling efforts in the watershed. Project staff utilized the watershed's tribal residents to take 344 water quality samples following the guidelines set forth by the EPA. The test results created critical baseline data for the watershed, identified the river basin's main contaminants and discovered the source of contamination. Project staff drafted water quality standards and created a handbook containing applicable resource laws. If adopted by YRITWC member tribes, these standards will not supersede Alaska's standards, but if adhered to by member tribes, will improve the watershed's environmental health management and provide an example for future legislation.

ADDITIONAL FINDINGS

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

As depicted in Figure 2, ANA determined that a majority of projects evaluated in 2008 exceeded expectations or successfully met their objectives (56 projects or 64%); some projects fell short of objectives but moderate benefits to the community were visible (26 projects or 30%); and, the remainder did not achieve their objectives (5 projects or 6%). Finally, the number of no-cost extensions was reduced for the third consecutive year: 49 in 2006, 41 in 2007, and 26 in 2008.

Figure 2: Objectives Achieved



The evaluations also revealed critical success factors relating to a project's implementation. Community and stakeholder participation was instrumental in both the planning and implementation phases of successful projects, as was staff retention and frequent communication between project staff and the tribe or authorizing body. On the other hand, a common challenge that many grantees experienced, both in 2008 and in previous years, was an underestimation of the time and resources required to complete their project and meet planned objectives.

CONCLUSION

ANA utilizes all of this information to bolster the quality of its pre-application and post-award trainings, and technical assistance offerings to tribes and Native organizations so that applicants may better develop, and later implement, realistic project work plans. 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 not only of grantees but also ANA staff and program partners. 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.

ALEUTIAN PRIBILOF ISLANDS ASSOCIATION



Project Title:	Unangam Tunuu Preservation Project – Phase II Implementation
Award Amount:	\$522,240
Type of Grant:	Language
Project Period:	August 2004 – July 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 14 elders involved
- 379 youth involved
- \$98,000 in resources leveraged
- 57 individuals trained
- 11 partnerships formed
- 8 language teachers trained
- 182 native language classes held
- 379 youth increased their ability to speak a native language
- 28 adults increased their ability to speak a native language

BACKGROUND

The Aleutian Pribilof Islands Association, Inc. (APIA), chartered in 1976, is the federally recognized tribal organization of the Aleut people in Alaska. APIA contracts with local, state and federal governments to provide social and economic services to its members throughout the region. The Aleutian/Pribilof Islands region consists of a 1,050 mile long island archipelago that has

been inhabited by Aleuts for roughly 8,000 years. Currently, APIA counts approximately 2,200 Aleuts within its service area.

Called “Aleut” by Russian missionaries, the indigenous population refers to itself as the Unangax. The Aleut language, Unangam Tunuu, belongs to the Eskimo-Aleut language families and includes three dialectal groups: Eastern Aleut, Atkan and the now extinct Attuan dialect. The Pribilof Islands are home to the highest number of active Aleutian speakers. A survey conducted in ten APIA communities prior to this project revealed only 72 fluent speakers in the entire population.

PURPOSE AND OBJECTIVES

The purpose of this project was to increase the number of new speakers in the APIA community through language instruction and mentoring while raising awareness of the Unangam Tunuu language and its place in the islanders’ culture.

The project’s first objective was to increase the fluency of four language apprentices, thereby directly increasing the number of speakers while training them to become

language proponents in their communities. Each apprentice enrolled in an Alaska Native Elder-Apprenticeship program offered by the University of Alaska, Fairbanks' Alaska Native Language Center (ANLC). Apprentices partnered with fluent community elders and honed their language skills through ten hours of weekly lessons. They also participated in three ANLC distance delivery Unangam Tunuu language classes. Four apprentices completed the introductory ANLC 401 and 402 classes in the first 2 years. In the final year, staff successfully recruited an additional 3 apprentices, and all 7 completed ANLC 493, which included lessons on linguistics and intermediate conversation and grammar. While none of the apprentices achieved complete fluency, all seven became at least intermediate speakers. As an additional component, apprentices conducted language workshops and culture camps in seven of APIA's participating communities. Apprentices used the workshops to promote and instruct the language, as well as an opportunity to record elders' stories in Unangam Tunuu.

The second objective was to improve the language abilities of at least six Head Start teachers, who would then begin teaching Unangam Tunuu to their students. By the end of the project, four Head Start teachers and four teacher aides completed the ANLC 493 course with the apprentices and substantially improved their language skills.

The final objective was to develop language learning materials that could be utilized in the existing Head Start programs of four member communities. Staff and apprentices developed language kits that included a curriculum guide, coloring books, pre-school language workbooks, word of the week lists, a CD-ROM and card reading audio materials. All materials were then provided to the Head Start programs, free of charge.

OUTCOMES AND COMMUNITY IMPACT

The project helped seven apprentices achieve intermediate fluency while establishing beneficial partnerships with APIA communities and elders. Apprentices conducted 59 culture camps and language workshops for community members, reaching over 400 people and strengthening the cultural unity of the geographically disparate communities. For the elders, these activities served to reinforce their traditional positions as holders of knowledge and wisdom within the Aleutian Pribilof community.

The Head Start component enhanced the language ability of eight teachers and assistants. While none became fluent, they all became proficient teaching directional phrases and greetings, which they use with the children on a daily basis. As a tangible outcome, 46 youth improved their ability to speak the language while being exposed to their culture at a young age, thereby paving the way for future generations of Unangam Tunuu speakers and cultural preservation.

To sustain project activities, APIA's cultural heritage department will provide \$100,000 in operational funding and staff will continue to work with community Head Start programs.

“Being able to learn the language in this way was a dream come true for me. The mentor-apprentice approach is the perfect solution to learning.”

Millie McKeown,
Project Director / Apprentice

CENTRAL COUNCIL TLINGIT AND HAIDA INDIAN TRIBES OF ALASKA



Project Title:	Central Council Tribal Integrated Enrollment Database and Case Management System
Award Amount:	\$1,071,812
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 70 individuals trained

BACKGROUND

The Central Council of the Tlingit and Haida Indian Tribes of Alaska is the federally recognized governing body of the two tribes, serving 21 villages and communities within Southeast Alaska. The Central Council provides services to 25,000 enrolled citizens. Currently, the Central Council operates over 50 programs providing direct services to community members in areas including employment, training, social services, economic development, housing, education, youth and elder services and substance abuse.

The Central Council's current data management system was insufficient to the organization's needs. Areas in which the system was deficient included: technology, methods of information collection, integration between Central Council programs, and reporting capabilities. There was often a duplication of work between programs, as each staff maintained its own

data tracking system. Prior to the project, the Central Council completed a Business Process Mapping Plan for the current system which outlined what was required to address the organization's long-term data management needs. However, there was no means by which to implement a new system.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop, test and refine a Tribal Integrated Enrollment Database and Case Management System.

The objective of the project's first year was to design the new system and purchase any necessary hardware and software. The Central Council developed a charter representing all stakeholders and their roles in the project. After a request for proposal process, the Central Council contracted with a firm to develop a system based on the information from the Business Process Mapping Plan. After numerous sessions with representatives from all of the organization's departments and programs, involving employees from case managers up to executives, project staff succeeded in completing a plan for the system. At the end

of the project's first year, the Central Council then purchased all the software and hardware necessary to install and implement the new system.

The project's second year objective was to pilot test the new system and train Central Council staff on its use. The original pilot test timeframe of 90 days was insufficient, resulting in a significant delay in project activities as testing continued into the third project year. In collaboration with the system developers, project staff initiated three separate tests of three programs, conducted test evaluations and finally completed necessary modifications after each testing period. This process continued through the end of the project period. During each pilot test, project staff simultaneously trained the program's staff on the new system.

The third objective called for the complete integration of the new system, and its financial sustainability via funding from the Central Council's programs and service areas. Taking the delays into consideration, project staff expected to be fully integrated by the end of 2008. The Central Council's general fund currently funds the maintenance and upkeep of the system, however the organization hopes there will soon be funds from its programs.

Initially, some of the program staff resisted switching to the new system, as it required drastically changing their work process. However, by maintaining small training groups and providing one-on-one sessions, this challenge did not seriously impede the project's progress.

OUTCOMES AND COMMUNITY IMPACT

The Central Council greatly benefited from this project. Project staff commented that the main improvement provided by the new system is the reduction in work hours. The organization is now able to provide services

to their clients in a much faster manner. In addition, it is now possible for case managers to maintain comprehensive case files for each client in one single database, rather than having to search for information in different programs' data files. The new system tracks all the services the Central Council provides, also facilitating improved case management and ensuring compliance with performance measures. Overall, the organization's management and operation is more streamlined and effective.

“The new system improved both efficiency and effectiveness of our programs, perhaps a 10-15% improvement.”

Valerie Hillman, Project Director

CHICKALOON NATIVE VILLAGE



Project Title:	Nay'd ini'aa Na' Kenaege' Mentorship Program
Award Amount:	\$528,681
Type of Grant:	Language
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 3 Native American consultants hired
- 6 elders involved
- 65 youth involved
- \$10,585 in resources leveraged
- 4 individuals trained
- 4 partnerships formed
- 2 language surveys developed
- 57 language surveys completed
- 2 language teachers trained
- 555 native language classes held
- 65 youth increased their ability to speak a native language
- 85 adults increased their ability to speak a native language

BACKGROUND

Chickaloon Native Village is an Ahtna Athabascan community located in the Matanuska-Susitna borough, 55 miles northeast of Anchorage. While approximately 59,000 people live in the borough, the Chickaloon community counts 250 tribal citizens.

Ahtna Athabascan, one of approximately 40 Athabascan languages once spoken in the US and Canada, is the native language of the people in the Chickaloon area. There are very few fluent speakers remaining, most of whom are 70 and older. As of 2004, there were fewer than fifteen fluent speakers remaining.

In 1993, the council and a clan grandmother established the Ya Ne Dah Ah (YNDA) School as a full-time, year-round tribally owned and operated day care and elementary-secondary school. Currently the school suffers from a lack of fluent teachers, as many of the elders live far from the village and can no longer travel the long distance to the school.

PURPOSE AND OBJECTIVES

The purpose of this project was to work toward teaching immersion classes at the YNDA School by expanding the Ahtna Athabascan language capacity of two younger teacher-apprentices and by creating curriculum materials.

Objective one was to increase the speaking and teaching capacity of two teacher-apprentices. During the first months of the project, staff selected two apprentices and two elders to work together. The

apprentices met with the elders every week for language sessions. These sessions tended to focus on what to develop for the following weeks' classes, as the apprentices were already teaching at the school. The apprentices asked the elders about a certain topic, such as berry-picking, and then recorded their conversation on an MP3 device. Later, while listening to the recordings, they molded these sessions into individual lesson plans. While this method increased the speaking capacity of the apprentices, it did not focus on their teaching skills. However, the project staff approached this aspect of the objective by taking a "learn by doing" stance, as the apprentices were already teaching.

The second objective focused on the apprentices' completion of university classes to build their analytic capacity and professional strength. The ultimate goal of taking university classes was to obtain a teaching certificate in native language education, specifically Ahtna Athabascan. One apprentice was one class away from certification, but left the program after the first project year. The other two apprentices completed classes in beginning and advanced literacy, history status, and maintenance of Alaska native languages. Neither is on track for a certificate, mostly due to the pressing need for teachers at the YNDA School. Both apprentices chose to focus their efforts on developing curriculum materials and improving their language skills rather than completing college classes.

Objective three was to create and publish two multimedia curricula units each year. The Tribe hired a resource developer to upload the lessons developed in the first objective to the tribal website. At the close of the project there were fifteen sections online, each including workbooks, images and some audio information. In addition, the Tribe already possessed a large amount of non-catalogued and degraded materials,

mostly donated in the 1960s and 1970s. In conjunction with digitizing the lesson plans, the technician also worked on digitizing and archiving the older materials. At the close of the project, there were approximately 366 hours of archived language materials. The apprentices also made use of this recovered information during their lesson planning and language sessions.

OUTCOMES AND COMMUNITY IMPACT

Over the course of this three-year project the apprentices greatly improved both their Ahtna Athabascan speaking and writing skills. As an added benefit, the sessions with elders also emphasized and taught tribal values and traditions. Daniel Harrison, one of the apprentices, stated, "Learning the language has taught me a lot. How to talk, how to act, how to keep up with certain traditions. I learned a lot from my elders."

The project brought back cultural pride as well as a sense of responsibility amongst tribal citizens. The tribal community also finds it easier to approach the apprentices for language usage advice because they are accessible and available.

The young students at the YNDA School benefit from the classes taught by the apprentices. The teachers noticed the students learn the language very quickly, and are also using it outside of the classroom. The YNDA School continues to offer language classes, and is very close to becoming an immersion school.

Finally, the Tribe itself now has its own archive of language and cultural materials, promoting the survival of the people's traditional culture.

CHICKALOON NATIVE VILLAGE



Project Title:	Building Tribal Capacity Through the Development of an Ecosystem-Based Plan
Award Amount:	\$744,493
Type of Grant:	Environmental
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 2 Native American consultants hired
- 20 elders involved
- 21 youth involved
- \$1,505 in resources leveraged
- 79 individuals trained
- 42 partnerships formed

BACKGROUND

Chickaloon Native Village is an Ahtna Athabascan community located in south-central Alaska, 55 miles northeast of Anchorage. The Chickaloon community consists of 250 tribal citizens, however approximately 59,000 people live in the immediate area. The tribe owns 69,000 acres of land in the Matanuska-Susitna borough.

Ecosystem-based planning is an emerging paradigm of land use and economic development planning with a primary goal of protecting the integrity of local ecosystems. The model also includes goals to protect cultural activities, maintain and build strong communities and develop

diverse community-based economies. The Chickaloon community is facing enormous development pressure, and requires an effective way to advocate for protection of their land, resources and culture. There is also a high unemployment rate in the area, partially due to a lack of tribal businesses.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop an ecosystem-based development plan for the Tribe and write two tribal business plans based on its conclusions. The process to complete the plan involved creating interpretive maps of the Matanuska watershed through fieldwork, interviews with community members and gathering of information from local agencies.

The first objective focused on involving the community in the plan's development through public meetings and events. Initially, project staff organized meetings and hosted workshops to determine the scope and physical area to be mapped, essentially the borders of the 69,000 acres of tribally-owned land. As the project progressed and developed drafts of the interpretive maps and the ecosystem-based plan, community meetings focused on collecting feedback from tribal citizens and

modifying the documents accordingly. This participatory process minimized conflict due to the differing opinions regarding development on tribal land.

The project's second objective was to gather data in order to develop the interpretive maps and ecosystem-based plan. Project staff met with representatives from federal agencies in the area, such as the US Geological Survey and the Environmental Protection Agency to assess any pre-existing documentation. Staff also conducted 42 personal interviews with elders, botanists and soil scientists, tribal and non-tribal citizens to collect information on land use. Interviewees placed markers on maps of the area identifying areas of current, past and desired future use; this could include vegetation patterns, structures, historical and cultural sites, hunting grounds and berry-picking areas. In addition, project staff collaborated with a consultant and did ground-truthing fieldwork at seven sites in the area to verify the information collected during the interviews.

Activities in objective three focused on developing the interpretive maps. After completing the research, interviews and fieldwork, project staff created eighteen maps of the Matanuska watershed. The maps include information on human use and ecological patterns and assess land risk and sensitivity to determine where development would be best suited.

The final objective of the project was to develop the ecosystem-based plan and business and site plans for two selected development sites. The Tribe used the information from the maps to develop business plans for two sustainable and green development projects: a greenhouse supported with alternative energy and a campsite with interpretive trails. The completed ecosystem-based plan provides an introduction of the project, its

methodology, business planning process, map development process and a section for recommendations.

OUTCOMES AND COMMUNITY IMPACT

The Chickaloon Tribe is more knowledgeable about their cultural and environmental resources and threats to their way of life due to the information collected and documented during this project. This knowledge facilitates a more informed decision-making process and fosters a united community voice on local development projects. Lisa Borowski, the project's director, explained, "The village is proactively participating in future plans and improving the health of the community."

The project increased the capacity of the Tribe's environmental department, as they can utilize the database and maps for future projects. In addition, other tribal departments can use the maps as they plan for future development. The maps are unique to the area, and the project staff stated their partners are already requesting copies for their own use.

Overall, the project increased the capacity of the Tribe to make informed decisions about their future. It also served to unite different factions towards supporting two tribal business ventures.

"There is a positive community presence, and people think of the village in a positive way, fostering goodwill."

Lisa Borowski, Project Director

CHUGACHMIUT, INC.


Project Title:	Wise Fathers, Well Families
Award Amount:	\$1,145,500
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 4 jobs created
- 12 Native American consultants hired
- 170 elders involved
- 500 youth involved
- \$98,633 in resources leveraged
- 3,602 individuals trained
- 25 partnerships formed

BACKGROUND

Chugachmiut Inc. was organized as a nonprofit corporation in Anchorage in 1974 to offer a variety of health and social services to the Native Alaskan people. Chugachmiut operates as a consortium for the seven Native Alaskan villages in the Chugach region: Chenega Bay, Cordova, Nanwalek, Port Graham, Qutekcak Native Tribe, Tatitlek, and Valdez. The population of the seven communities is approximately 2,200 people.

PURPOSE AND OBJECTIVES

The purpose of the project was to increase the number of Native Alaskan fathers who have the skills and knowledge to make informed decisions about healthy parenting.

The project's first objective was to increase the quality and quantity of parental involvement with children by offering positive parenting workshops to Native Alaskan fathers in the Chugach region. To complete the objective, members of Chugachmiut staff attended trainings and received certification in both the Positive Indian Parenting (PIP) and Families of Traditions curricula. Staff modified portions of both curricula to ensure the content was culturally appropriate to Native Alaskans. Staff presented positive parenting workshops in all seven constituent villages, with a total of 3,577 participants within the project timeframe. Due to community interest, staff extended invitations to participate in the workshops to all community members, and attendance therefore included a representative balance of males and females and a cross-section of age groups. Staff enriched the curriculum by handing out 'family fun bags', which included games, books, and other interactive activities for parents and their children.

The project's second objective was to ensure village-based coordination of positive parenting workshops through the development of a network of local

coordinators. Staff identified local liaisons within each of the constituent villages, and trained the coordinators in the Positive Indian Parenting and Families of Tradition curricula. The liaisons coordinated peer support groups to discuss and reinforce the workshop curriculum. A coordinator from the Native Village of Nanwalek received certification to deliver the positive parenting trainings and will continue to offer workshops after the conclusion of the project timeframe. Two staff from the Native Village of Eyak have incorporated portions of the curricula within the community's social service programs.

OUTCOMES AND COMMUNITY IMPACT

For Chugachmiut staff, the implementation of project activities increased the positive rapport between the agency and their constituent villages. The implementation of positive parenting workshops indicated to the villages that Chugachmiut is invested in creating healthy families and in assisting Native Alaskans to develop tools to become more involved parents. Gary Pauley, a training facilitator, shared his thoughts on the significance of this development: "Many of our current fathers just did not know how to be fathers because their own were not around during the boarding school era. This historical trauma has a ripple effect across generations, and their children were suffering because of it. This project was a brand new concept for Native Alaskans."

For the workshop participants, attendance signified a dedication to be more involved in their children's lives. Community members gained the tools to better communicate with loved ones. Of the 3,577 workshop participants, 1,596 completed a pre- and post-test. The evaluations indicated that approximately 90% of participants expressed that they agree or strongly agree with the statement, "The presentation will

help me be a better parent." Additionally, 83% of participants agreed with the statement, "I plan to do things with my children more often."

At the conclusion of the project's timeframe, there was no articulated plan for continuing the parenting workshops in all constituent villages. Facilitators in the villages of Nanwalek and Eyak will offer portions of the positive parenting curriculum to interested community members, but Chugachmiut staff will not present workshops to the remaining constituent villages after the conclusion of the project timeframe.

"I am a father and a grandfather and I am very concerned for our community's children. I was impressed by this project."

Nick Pavloff,
Qutekcak Native Tribe

CHUGACHMIUT, INC.



Project Title:	Positive Relationship Pathways
Award Amount:	\$444,390
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 1 job created
- 21 elders involved
- 186 youth involved
- \$75,058 in resources leveraged
- 532 individuals trained
- 16 partnerships formed

BACKGROUND

Chugachmiut Inc. was organized as a nonprofit corporation in Anchorage in 1974 to offer a variety of health and social services to the Native Alaskan people. Chugachmiut operates as a consortium for the seven Native Alaskan villages located in the Chugach region: Chenega Bay, Cordova, Nanwalek, Port Graham, Qutekcak Native Tribe, Tatitlek, and Valdez. The population of the seven communities is approximately 2,200 people.

PURPOSE AND OBJECTIVES

The purpose of the project was to build strong and supportive families by offering healthy relationship skill-building

workshops to the Native Alaskan peoples of the Chugach region.

The project's first objective was to increase the skills of 120 participants to understand, maintain and enhance commitment in healthy relationships. To complete the objective, members of Chugachmiut staff attended trainings and received certification in both the Prevention and Relationship Enhancement Program (PREP) and Brainwise curriculum. Staff modified portions of both curricula to ensure the content was culturally appropriate to Native Alaskans. Staff presented 4-hour healthy relationship workshops in all 7 constituent villages, with a total of 521 participants within the project timeframe. Attendance at the workshops included a representative balance of males and females and a cross-section of age groups.

The project's second objective was to develop fourteen village-based healthy relationship facilitators via training and mentoring to sustain the project past the funding timeframe. Staff identified local liaisons within each of the constituent villages, and the liaisons assisted in the recruitment and marketing for the healthy

relationship workshops. However, a network of village-based facilitators is not in place, as no village members received certification as PREP or Brainwise trainers.

OUTCOMES AND COMMUNITY IMPACT

For Chugachmiut staff, project activities increased the positive rapport between the agency and their constituent villages.

Implementation of healthy relationship workshops indicated to the villages that Chugachmiut is invested in creating healthy communities and in assisting community members to develop tools to pursue healthy relationships. Chugachmiut staff also shared that the involvement of elders increased over the course of the project. To the staff and trainers, the involvement of the elders signified a critical breakthrough that served to validate the project's objectives and purpose.

For the workshop participants, attendance signified a commitment to work with family members to improve and advance their relationships. Community members gained the tools to make healthy relationship choices and to better communicate with loved ones. Of the 521 workshop participants, 229 completed a pre- and post-test. The evaluations indicated that approximately 90% of the participants agreed with the statement, "I am more knowledgeable about relationship issues." Additionally, about 85% of the participants agreed with the statement, "It will be easier for me to tell others about my ideas and feelings."

At the conclusion of the project's timeframe, there was no articulated plan for continuing the healthy relationships workshops. Staff was unable to identify village-based facilitators and Chugachmiut staff will not continue to present workshops after the conclusion of the project timeframe.

HOONAH INDIAN ASSOCIATION



Project Title:	Developing a Community Based Plan for a Hoonah Cultural Heritage Center
Award Amount:	\$215,658
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2006 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 65 elders involved
- 18 youth involved
- \$113,184 in resources leveraged
- 13 individuals trained
- 15 partnerships formed

BACKGROUND

The community of Hoonah, Alaska is located on Chichigof Island, approximately 30 miles west of the state capital of Juneau. Hoonah is the largest Tlingit village in Southeast Alaska, with approximately 860 residents, 60% of whom are Alaska Native. The community is accessible only by ferry and air taxi services.

Historically, the community supported itself through commercial fishing and the logging industry. However, in recent years, Hoonah has suffered an economic crisis resulting from changes in both these industries. To address the impacts of a changing economy, a number of local tribal entities looked to

tourism as a possible avenue to stimulate economic growth. In 1999, the tribe adopted an overall economic development plan with a long-range goal of encouraging and expanding tourism, including the development of a cultural center.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop a community-based planning document outlining a comprehensive heritage center program. The document will include a conceptual design for a museum space and exhibits, as well as strategies to protect, maintain and enhance the tribe's traditional culture.

The project's first objective was to gather enough information, including input from the community, to develop the community-based planning document. Within the first few months, the project manager assembled an advisory group including the chairman of the Hoonah Heritage Foundation, a member of the Hoonah Totem Group, the President of Icy Strait Point, a Management Assistant from Glacier Bay Park, and two adjunct members from local organizations. This group met approximately every other month, but spoke more regularly concerning the

progress of the project. The project manager organized community meetings, focus groups and clan workshops in order to solicit community involvement and brainstorm ideas for the planning document. Project staff gathered reference materials from the Alaska state museum and historic library, the University of Alaska and the Institute for Museum and Library service. The project manager also traveled with the advisory group to five tribal museums in Alaska and the Pacific Northwest and participated in a national conference on tribal museum management.

The second objective was to develop a conceptual design for the museum and have it approved by the advisory group. The project manager contracted a native-owned firm, Tribal Museum Planners and Consultants, to develop an interpretive plan and conceptual designs for museum exhibits. The advisory group approved the materials during the last month of the project. As a part of this objective, the project manager also drafted a museum mission statement.

Objective three involved the development of a written plan outlining the goals, objectives, actions and future strategies for the Cultural Heritage Center. The project manager developed the plan with the advisory council, incorporating the community input received during the meetings and focus groups. With the assistance of Tribal Museum Planners and Consultants and an architectural firm, a thirteen-person concept committee completed a long-range plan for the Heritage Center.

During the project, the community expressed concern that the facility originally chosen for the Heritage Center site was not suitable, resulting in a several month delay in completing project activities. As the project focused on soliciting community input, the project manager requested and was granted a six-month no-cost extension

in order to hold additional community meetings and determine a more appropriate site for the Center.

OUTCOMES AND COMMUNITY IMPACT

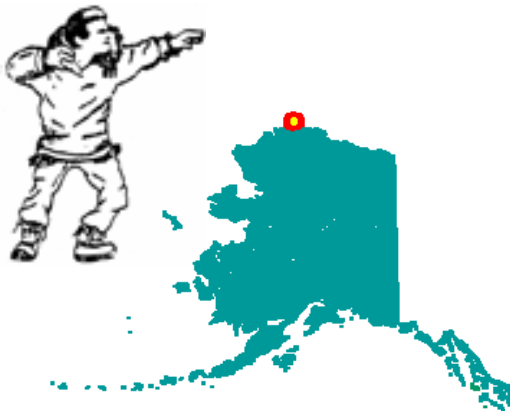
This project spurred the numerous sections of tribal leadership to put aside their differences and work together, focusing on a united goal. As a result, the consortium is now working on other projects together, such as archiving historic tribal documents and a repatriation project. The project manager expressed that the project worked towards the common good of the Tribe, fostering a sense of unity in the community.

Local artists are excited about the potential to learn and teach traditional crafts, as the museum will provide access to artifacts and a workspace for classes. There is enthusiasm among community members for the creation of a new marketplace for their products. Tribal members have a new sense of hope the Heritage Center project will finally come to fruition, as it has been in the planning stages for quite some time. In addition, the project gave people a sense of ownership, as their input was solicited and duly incorporated. The community has a sense of ownership and direction regarding the Center and its development.

“It was amazing to learn what other tribes went through regarding challenges and budgeting. We still call the facilities [we visited] for help and advice.”

Mary Beth Moss, Project Manager

INUPIAT COMMUNITY OF THE ARCTIC SLOPE



Project Title:	Update and Enact Administrative Policies and Procedures
Award Amount:	\$72,961
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- \$5,000 in resources leveraged
- 27 individuals trained
- 4 partnerships formed
- 1 governance codes/ordinances developed

BACKGROUND

The Inupiat are the Inuit people of Alaska's Northwest Arctic and North Slope Boroughs. Archaeological sites in the area indicate that Inupiat groups have lived in the area since AD 500. The Inupiat rely heavily on subsistence hunting, fishing and whaling.

The Inupiat Community of the Arctic Slope (ICAS) is located along the Arctic Ocean coast in the northern-most community in the United States, Barrow, Alaska. ICAS is a federally-recognized tribal government incorporated under the Indian Reorganization Act of 1934 and constituted in 1971. ICAS serves as an umbrella government for eight remote Inupiat villages, with a combined population of over 4,000, spread throughout the boroughs. It provides payroll processing and grants accounting services to its members. Prior to

this project, ICAS had recently emerged from years of dormancy due to limited financial resources.

PURPOSE AND OBJECTIVES

The purpose of this project was to improve ICAS' capacity to govern by updating and enacting clear and concise administrative policies and procedures.

The project's first objective was to conduct an internal review of ICAS' organization, including its administrative policies and procedures, and make recommendations for improvements to the ICAS Board of Directors. Staff formed a review committee of Alaska State Advocacy staff and members from ICAS' various departments. The committee began to meet regularly to review the policy and procedures manuals, determine weaknesses, and brainstorm possible solutions. Staff planned to share their findings and recommendations to the ICAS Board of Directors. However, they quickly learned that this strategy was flawed due to its cumbersome nature. As Merry Carlson, the Project Director, pointed out, "Our Board was not interested in the process, they were focused on outcomes and responded best to 'final' draft policies rather

than summaries of what could-should-or-might be.” With that realization, staff began drafting their recommendations directly into the policy and procedures manuals. One major challenge was the decentralized storage of previously created policies and procedures manuals. To overcome this obstacle, staff conducted a thorough search of various ICAS offices to ensure that it had the most updated version of all pertinent policies. The project director then catalogued and stored all of the policies.

The second objective was to complete the final draft of the comprehensive administrative procedures manual and ratify it via board approval. Using the more effective process approach, the review committee completed drafts of the following manuals: personnel, accounting and fiscal management, procurement, and property management. The committee also developed a new grants management manual that was not part of the final package submitted for Board approval but will be advanced at a later date. The Board of Directors formally adopted the suite of updated manuals on September 25, 2008. The resolution provided for a three-month trial period, after which the policies and procedures were enacted with changes identified during the trial period.

OUTCOMES AND COMMUNITY IMPACT

ICAS now has a clear and consistent set of organizational policies and procedures in place to manage all operations. As a result, it is now in a better position to effectively apply for and administer grant funds and meet federal, state and local grant requirements. In addition, ICAS leadership became more informed of its daily operations through regular project briefings on the updated policies. Furthermore, the manuals will be used as a template for other ICAS villages to similarly enhance their administrative stability.

An additional benefit was the increased sense of ownership demonstrated by ICAS managers due to their participation in the policy review process. For example, as a result of updating the personnel policies, ICAS managers advocated reducing delays in enacting benefits for new employees. Many potential job candidates cited the delayed benefits as a prime reason for choosing alternative employment. Ms. Carlson noted, “Decreasing time to receive benefits from 90 to 30 days will have a profound effect on ICAS’ ability to attract stronger candidates from a severely limited pool of applicants for whom other local employers can offer various incentives.”

ICAS does not require additional funding to sustain this project’s benefits since the adopted manuals mandate their use and continuous review.

“The ANA project has provided a compelling reason, forum, and specific end date for the somewhat daunting task of revising all operational manuals, policies, and procedures.”

Merry Carlson, Project Director

KAWERAK, INC.



Project Title:	The Bering Strait Regional Cultural Center Planning Project
Award Amount:	\$362,458
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 1 job created
- 15 elders involved
- 4 youth involved
- \$197,462 in resources leveraged
- 17 partnerships formed

BACKGROUND

Kawerak, Inc., with headquarters in Nome, was organized as a nonprofit corporation in 1973. Kawerak provides a variety of services to the twenty Native Alaska villages located in the Bering Straits Region: Diomede, Shishmaref, Wales, Brevig Mission, Mary's Igloo, Teller, King Island, Gambell, Savoonga, Nome, Solomon, Council, Koyuk, Elim, Golovin, White Mountain, Shaktoolik, Unakaleet, St. Michael, and Stebbins. The population of the 20 communities is approximately 9,000 people.

In 2004, the Kawerak Board of Directors purchased a 28,000 square foot lot adjacent to the Kawerak offices with the intent of

constructing a regional museum and cultural center on the site.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop comprehensive plans for a museum and cultural center to preserve the region's cultural history and share unique perspectives on the Native Alaskan culture.

The project's first set of objectives was to develop processes to evaluate project progress and to begin collaborating with area partners. Kawerak's senior planner, planner, and president formed the project's evaluation team, which had responsibility for holding bi-monthly meetings with community partners and coordinating project activities. Project staff identified Kawerak's Eskimo Heritage Program and Subsistence Program as key project partners, and agreed to collaborate with the programs on the museum design process and share resources for future development of displays and showcases. Project staff also developed formal agreements with two local partners, Sitnasuak Native Village Corporation and Bering Strait Native Corporation, to collaborate in the museum planning process

and to collect and share museum display content. Staff also secured authorizing resolutions from the twenty constituent villages in their service area. Finally, leaders from each of the villages formed a Cultural Advisory Committee to assess project progress on a monthly basis.

The project's second set of objectives was to develop architectural plans. Project staff contracted with an architectural firm to develop concept design plans for the cultural center. With guidance from the Cultural Advisory Committee, the firm finalized plans for a \$15 million museum design that includes canoe and sea mammal conceptual design elements to reflect the Bering Strait region's maritime culture.

The project's third set of objectives was to conduct community outreach and procure feedback on the design plan. Project staff developed a presentation summarizing the museum planning and design phases, and delivered the presentation to six villages within the project timeframe. To broaden outreach efforts, staff also distributed brochures that detail the design plans. Staff obtained community feedback from post-presentation surveys. Survey analysis indicated interest in focusing museum program content on language acquisition, subsistence culture, and showcasing various aspects of the Inupiaq, Central Yupik and Siberian Yupik cultures present in the Bering Straits region of Alaska.

The project's final set of objectives was to prepare for the museum's construction phase. Project staff completed the museum's business plan, which includes an acquisition policy, administrative policies and procedures, and an operational plan. Staff also authored a fundraising plan to secure the \$15 million needed to construct the finalized design plan. Fundraising activities will commence at the conclusion of the project timeframe.

OUTCOMES AND COMMUNITY IMPACT

For Kawerak's twenty constituent villages, progress on the museum project has created a sense of excitement, expectation, cultural reawakening and hope. Community involvement in the planning and design phases fostered a sense of empowerment and project ownership, thereby unifying Kawerak's constituent communities behind the common vision of a place to celebrate Inupiaq, Central Yupik and Siberian Yupik cultures. For community members, the museum represents a place to call their own, and provides an opportunity to teach Native Alaska youth their cultural traditions. Simon Bekoalok, Shaktoolik village representative, shared, "We want to provide a depth of knowledge to our youth about who they are and the need for them to maintain and perpetuate their culture." Loretta Bullard, Kawerak president, added, "There is a correlation between the loss of culture and the negative social trends we are witnessing. We can combat this by celebrating our culture and reinstating our pride."

Project staff created a structure of key community partnerships that will continue to be utilized in the construction and operation phases of the museum. At the end of the project timeframe, staff procured \$25,000 to commence the fundraising campaign. As of mid-November 2008, staff had secured 11% of the needed funding, indicating that Kawerak is on schedule to acquire the planned 70% of funding by the end of 2009 and complete the museum's construction phase in 2012.

KENAITZE INDIAN TRIBE


Project Title:	Dena'ina Verb Project
Award Amount:	\$99,736
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 57 elders involved
- 131 youth involved
- \$35,792 in resources leveraged
- 1 individual trained
- 3 partnerships formed
- 16 language teachers trained
- 57 native language classes held
- 114 youth increased their ability to speak a native language
- 92 adults increased their ability to speak a native language

BACKGROUND

The 1,200 enrolled members of the Kenaitze Indian Tribe are descendants of the original inhabitants of Alaska's Kenai Peninsula. The language of the Kenaitze Tribe is the Outer Inlet dialect of Dena'ina, part of the family of Athabascan languages still spoken in interior Alaska, northwestern Canada and the American Southwest. Currently, there are only five living first-language speakers of this dialect, of which only one speaker is fluent.

PURPOSE AND OBJECTIVES

The purpose of this project was to produce language materials for teaching Dena'ina verbs to tribal members, with a focus on Head Start children. Expected results included curricula to teach Dena'ina verbs, a website to introduce Dena'ina verbs to older students and adults, and a simplified verb stem dictionary.

The project's first objective was to develop a basic verb curriculum for adult learners and a verb packet for children in Head Start as well as deliver 30 weeks of classes to 15 staff and tribal members. Staff developed and taught the curriculum for two semester-long, three credit language courses at Kenai Peninsula College. Fifteen tribal staff and community members completed the courses, which included classroom linguistic instruction and curriculum-development workshops. In addition, 24 students (16 Head Start teachers and 8 tribal Culture and Education staff) completed a third college course entitled *Introduction to Dena'ina Culture*. Students in this course explored tribal culture and history while becoming more aware of the relationship between language and tribal identity. Staff also created a 200-page, user-friendly verb stem

dictionary, which is a simplified version of an existing 1,283-page dictionary. Staff designed the new dictionary to be more useful to language learners, particularly those with limited access to computers.

The second objective was to provide interactive language learning tools in a website format. Staff created the website framework (available at <http://www.qenaga.org/kq/>) and uploaded a language sound system as well as territory and place names. By the end of the project, staff was still developing information for vocabulary, grammar and specific stories to be uploaded to the site.

OUTCOMES AND COMMUNITY IMPACT

The project helped college language course participants receive college credit while learning skills that will increase their employability and language knowledge base. Seventeen tribal youth performed a cultural show at the Tribe's annual salmon bake and now lead many of the area's native performances, enhancing their sense of pride and strengthening their cultural identity. Tribal Advocate Maggie Jones noted, "Tribal youth are starting to have fun with the language. For example, recently some youth created a rap song using Dena'ina words." She added, "Tribal elders are relating better to their young grandchildren, as these children come home with Dena'ina words and phrases."

Project staff benefited from the project through the development of professional skills while creating the curricula, language learning materials, dictionary and website. Ms. Jones shared, "I have been given the tools to teach independently and be creative in the language as a result of this project."

To sustain the project's momentum, the Cook Inlet Tribal Consortium committed funding to continue tribal language courses at Kenai Peninsula College for the next year.

In addition, the Kenaitze Tribe now requires tribal employees to participate in cultural competency trainings. As the 10th largest employer on the Kenai Peninsula, with over 150 employees, this new policy will help strengthen the Tribe's cultural identity in the wider community. Dr. Alan Boras, professor of the project's Kenai Peninsula College courses, stated: "Community members are coming in touch with their tribal heritage in a manner that they have not enjoyed in the past."

"Learning their language is helping people learn the thought patterns of the culture. It is empowering."

Dr. Alan Boras
Dena'ina Language Professor

MCGRATH NATIVE VILLAGE COUNCIL



Project Title:	McGrath Tribal Base Enrollment Re-establishment Project
Award Amount:	\$85,121
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 4 elders involved
- 8 youth involved
- \$1,740 in resources leveraged
- 3 individuals trained
- 2 partnerships formed

BACKGROUND

The Native Village of McGrath is located in the interior of Alaska 221 miles northwest of Anchorage. McGrath is home to approximately 226 Native Alaskans, or 55% of the total population of 415. As a regional center it functions as a transportation, communication and supply hub. The village is only accessible by plane, boat, dogsled, or snow machine.

McGrath's tribal enrollment system is both technologically and historically outdated. Tribal membership is a very important aspect of the community's identity, and also is the basis for the delivery of many tribal benefits and social services. An inadequate

enrollment system hinders the Tribe from serving its members and protecting itself both financially and legally.

PURPOSE AND OBJECTIVES

The purpose of the project was to re-establish the Tribe's base enrollment by researching and documenting member heritage.

The project's sole objective was to update the base enrollment to ensure complete membership. After some initial delays in hiring a project coordinator, staff began recruiting tribal members to serve on an enrollment committee. Staff members encountered difficulties identifying people who could commit to the scheduled meetings required throughout the project. The final committee consisted of three tribal members, and met six times during the project.

In the beginning months of the project, staff compiled tribal records and resolutions for the enrollment committee to review. These records served as the basis for the new enrollment system. Concurrently, the project coordinator partnered with the Tanana Chiefs Conference (TCC), a

traditional tribal consortium of 42 villages located in the interior of Alaska. The TCC had prior experience working on enrollment projects, and provided expert advice and resources to the McGrath project staff.

After forming the enrollment committee, the project coordinator developed and distributed 600 surveys to community members asking for information regarding their families and their current addresses. The project coordinator received 85 surveys with 265 addresses. As another method of collecting information, the coordinator also visited the local elementary school to distribute surveys and teach the students about blood quantum and genealogy.

After learning about the Progeny tribal enrollment software at a conference, the project coordinator purchased the software to use for McGrath's new enrollment system. At the close of the project the enrollment was 80% complete, including 360 individuals and 85 genealogies.

Project staff also compiled historical tribal records and resolutions to use in developing a new tribal enrollment code. However, due to the initial delays in staff hiring, the code was not completed by the close of the project.

The project staff encountered some challenges regarding the confidentiality of some of the historic documents and tribal records. To overcome this problem, the project coordinator received formal permission from the tribal council to view the documents.

OUTCOMES AND COMMUNITY IMPACT

The Tribe benefited from this project, as it now has accurate and updated records regarding its tribal enrollment. The project increased the tribal government's capacity to serve its members and provide services to the tribal community.

The project also provided tribal members with a new sense of identity and pride in their heritage as a result of research conducted for the survey. Community members are more aware they are all part of one tribe, bolstering a sense of tribal unity. The project also rekindled interest in actively participating in tribal events.

The project coordinator's visits to the elementary school inspired one of the teachers to develop a documentary about ancestry which involves students interviewing their grandparents to learn more about their family history. Once completed, the film will be featured at a tribal gathering.

“The project has helped the Tribe become self-sufficient.”

Matilda Dull, Tribal Administrator

METLAKATLA INDIAN COMMUNITY



Project Title:	A Roadmap to Metlakatla's Future
Award Amount:	\$206,526
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 6 elders involved
- 6 youth involved
- \$1,100 in resources leveraged
- 10 individuals trained
- 2 partnerships formed

BACKGROUND

The town of Metlakatla is the only settlement in the Annette Islands reserve and is the sole Indian reservation in Alaska. It is the southern-most community in the state, located just south of Ketchikan. Accessible only by seaplane or water, Metlakatla is home to approximately 1,230 Tsimshian Indians.

Due to the collapse of the fish economy in the 1990s and the functional loss of the tribe's timber processing plant resulting from changes in national logging policies, the community is struggling economically. As the settlement is extremely isolated, tribal business ventures have only been successful in commodity manufacturing or in joint ventures with more accessible communities.

In 1972, Metlakatla developed a long-term community plan, which included a goal of constructing a road to link the settlement with the mainland road system, planned for completion in 2009. Thirty-five years later, Metlakatla urgently needs to update the community plan to address current contentious issues and establish rules and regulations.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the project was to develop and adopt a road plan document derived from community and tribal leadership feedback with regard to policies, procedures and ordinances.

The first objective sought to administer a survey to the tribal community to determine their goals, values and opinions regarding Metlakatla's future. Project staff worked in tandem with a consultant to develop a survey tailored to the community. The consultant then randomly chose the households to participate. Ten survey teams administered the survey to 100 households, and the consultant then compiled and analyzed the data. Project staff indicated the survey was extremely effective in informing the tribal council members of the needs and concerns of the community. Eighty tribal

members also participated in public meetings to discuss the survey results.

Objective two was to hire planners to research significant issues in the community that may impact the road plan or tribal life in the future, and then report these findings to the community. An economic development consultant researched the community with regard to the composition of its members. Planners conducted additional research to determine the basic needs for the actual linkage road. Project staff disseminated the resulting information during public meetings and in a monthly newsletter.

The third objective called for the adoption of the road plan. Due to ongoing discussion regarding land use laws, the council was unable to vote on the document prior to the close of the project

OUTCOMES AND COMMUNITY IMPACT

The project greatly strengthened the communication and relationship between the community and the tribal leadership. Tribal members became confident their problems and concerns are conveyed to and considered by the tribal council. The increased communication fostered a more democratic decision-making process and encouraged positive attitudes regarding the road project and the changes it will bring to the community.

Consequently, the tribal council is satisfied with the outcomes and results of the project, and is enthusiastic about the possibilities for the road project. Jeff Moran, a tribal council member, stated, “I am pleased with the level of public involvement and input.” The community now understands the council is undertaking detailed planning for the project, being certain they have enough information to award land parcels appropriately.

Tribal departments dealing with land use, such as the tribal realty office, expressed

their contentment with the project. The project provided maps and information useful for future planning. Additionally, the project increased discussion within the community regarding ideas for land use for business and economic purposes.

“[The project] opened lines of communication between the council and community members in the decision making process.”

Lindarae Shearer, Project Director

MT. SANFORD TRIBAL CONSORTIUM



Project Title:	Healthy Relationships Project
Award Amount:	\$447,087
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 4 jobs created
- 1 Native American consultant hired
- 22 elders involved
- 60 youth involved
- \$38,365 in resources leveraged
- 240 individuals trained
- 9 partnerships formed

BACKGROUND

Mt. Sanford Tribal Consortium (MSTC) is an Alaskan Native tribal health organization located in Chistochina, Alaska, approximately 230 miles northeast of Anchorage in the eastern Copper River region. The organization serves Athabascan Indian tribes in Cheesh'na and Mentasta Lake, two native villages located 53 miles apart along the Tok Cutoff highway.

While long-term relationships and stable families are traditional Athabascan values, both villages have witnessed a decline in the number of younger tribal members choosing the path of marriage. Many middle-aged and younger members lack the skills

necessary to sustain healthy long-term relationships such as the ability to resolve conflict, stay sexually faithful to one person, and effectively communicate their emotional needs.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop and pilot a culturally appropriate healthy relationships component to supplement the wellness programs in the two villages.

The project's first objective sought to educate tribal members on the benefits of healthy relationships, marriages and two-parent families, with the goal of a 75% improvement in attitude change as measured by pre and post-testing. The project experienced a late start due to late hiring of the project director, four community health aides and two community health representatives. After completing the hiring process, the staff spent the remainder of the first year collecting material and selecting a healthy relationships curriculum. The curriculum selection proved challenging, as many healthy relationships curricula are not intended for use solely by native populations and are therefore not culturally appropriate. After examining two other examples, MSTC

selected the Native Wellness Institute’s curriculum in the second year. No pre- or post-testing occurred during the first year; however project staff developed a survey to use in subsequent years. The survey allowed staff to receive feedback on the project and make adjustments as needed to better serve the community. To promote the program, MSTC also developed marketing material such as brochures, door hangs and newsletter articles.

The project’s second objective focused on providing community workshops based on the healthy relationships curriculum. After completing training at the beginning of year two, the health aides and representatives began conducting workshops in the two villages several times a week. Each workshop focused on one chapter of the curriculum, and included discussions and activities such as role play. The workshops were very popular amongst the community members and had high attendance rates.

The project’s third objective was to develop a community-based abstinence education program for the two villages. This objective proved challenging, as there were no abstinence programs in Alaska with which to partner or receive training. Furthermore, funding from another abstinence project did not materialize. Project staff therefore did not begin this objective until the project’s third year when another organization received funding to conduct an abstinence education training of trainers. Staff members attended the training, and began conducting summer camp and school workshops during year three.

OUTCOMES AND COMMUNITY IMPACT

The community benefited from this project as people are more open about their relationships and are more willing to discuss problems. Project staff noted that even the tribal council is using the relationship skills taught in the workshops during their

meetings. Agnes Denny, the project director, stated, “People are held more accountable for their actions.” Community members expressed their desire for the workshops to continue after the end of the project.

The project strengthened young tribal members’ relationships. Project staff mentioned they see fewer arguments where one partner is forced to leave the household. Instead, people use the conflict skills they learned during the workshops to compromise and reconcile.

MSTC staff also gained skills they will continue to use in their careers and personal lives. Two trainers mentioned their relationship is stronger since they have been facilitating workshops together. The organization is also hoping to continue abstinence education through another program recently started in Alaska.

“The workshops made a real difference in how people treat each other. People are saying they see positive results.”

Marilynn Beeter, Workshop Instructor

NATIVE VILLAGE OF KOYUK



Project Title:	Local Leadership and Youth Development Plan
Award Amount:	\$126,943
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 19 elders involved
- 25 youth involved
- \$3,114 in resources leveraged
- 5 partnerships formed

BACKGROUND

The Native Village of Koyuk is an Inupiat community located on the Bering coast. The village has a population of approximately 300, of which nearly half are below 18 years of age.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop and implement a culturally appropriate youth program to increase the involvement of Koyuk youth in community events, meetings, and tribal government affairs.

The project's first objective was to have project staff, youth, elders and community leaders create a youth activities plan and coordinated calendar to provide opportunities for Koyuk youth to develop leadership skills. To fulfill the objective, 25 youth responded to flyers posted in their

school to form the Youth Leadership Team. The youth group chose a single youth leader, a junior in high school, whose responsibilities included setting meeting agendas and running meetings. The youth group, with assistance from project staff and community leaders, planned a series of community activities. These included weekly Inupiaq Nights, which showcased various aspects of Inupiat culture to the community, and interviews with nineteen community elders to document their knowledge of the Koyuk community and Inupiat culture. From the knowledge and information gathered from these activities, the Youth Leadership Team created a 2009 Koyuk Calendar, which features community photos, quotes from village Elders, and reminder dates for future community activities. Project staff presented all youth and elders involved in the project with the completed calendars. Finally, project staff selected three youth via an essay contest to represent Koyuk at the annual Alaska Federation of Natives conference.

The second objective was to have youth examine the history and role of Koyuk's Tribal Council within the community. The Youth Leadership Team attended a monthly

meeting held by each of the three major entities representing the Koyuk community: the City of Koyuk, the Koyuk Tribal Council and the Koyuk Native Corporation. The youth then reported back their observations on how local decisions are made during the Youth Leadership Team meetings. Project staff and youth also researched the Tribal Council's meeting archives to produce a timeline of Koyuk's community leaders. The youth then presented their findings on tribal leadership at a community meeting, and concluded project activities by dedicating a series of plaques to commemorate past and current leaders of Koyuk.

OUTCOMES AND COMMUNITY IMPACT

For Koyuk youth, this project provided an opportunity to hold roles of leadership within their community, which led to a variety of positive learning experiences. Through the project's intergenerational activities, the youth gained an increased respect for their elders, learned Inupiaq words and names, increased their understanding of Koyuk history and broadened their knowledge of their heritage and culture. Through their research, the youth learned firsthand how their government worked, providing them insights into how each of the partner organizations made the decisions that affect their lives.

For the Koyuk elders, the project provided opportunities to share and record their accumulated knowledge of the history, culture and language of Koyuk with the youth. These activities served to reinforce the elders' traditional positions as holders of knowledge and wisdom within the Koyuk community.

Overall, the elders and youth of Koyuk worked together to implement project activities that resulted in the preservation of Koyuk historical knowledge and the

revitalization of the community's Inupiat culture. The implementation of these activities directly addressed the project's Statement of Need, which expressed that intergenerational bonds were weakening within the Koyuk community. At the conclusion of the project's timeframe there was no articulated plan for continuing the Youth Leadership Team. The Project Director's position will not be retained, indicating that the intergenerational activities will not continue in the village according to any formal format.

SEALASKA HERITAGE INSTITUTE



Project Title: Online, CD-ROM, and Hard Copy Bilingual Tlingit, Haida and Tsimshian Dictionaries

Award Amount: \$350,000

Type of Grant: Language

Project Period: Sept. 2005 – June 2008

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 11 Native American consultants hired
- 10 elders involved
- \$283,724 in resources leveraged
- 34 individuals trained
- 1 partnership formed
- 15 adults increased their ability to speak a native language

BACKGROUND

Conceived at a 1980 Conference of Native Elders, Sealaska Heritage Institute (SHI) is a native nonprofit organization serving Southeast Alaska dedicated to the maintenance of the region's native cultures. It is a recognized leader in the preservation of the native languages in the region. There are approximately 17,220 Tlingit, 4,333 Haida and 3,489 Tsimshian in Southeast, however only 200 fluent speakers remain.

Students of the deeply endangered Tlingit, Haida and Tsimshian languages are challenged by limited resources as they struggle to advance their fluency to become

the next generation of speakers. Due to the geographic nature of Southeast Alaska, Native language learners are dispersed amongst a number of isolated communities throughout the region. While native language courses are offered in some communities, many teachers are not fluent themselves, and thus require additional support from fluent speakers and reference materials. Current dictionaries also require modification of orthography, content and accessibility.

PURPOSE AND OBJECTIVES

The purpose of the project was to produce hardcopy, online and CD-ROM dictionaries of the Tlingit, Haida, and Tsimshian languages that also include audio files.

The first objective sought to identify, collect and preserve available reference materials in the three languages and produce databases for language learners. Project staff discovered that the complexity of the three languages, especially the font and orthography, greatly increased the amount of effort required to collect and standardize information. The database is on the SHI website, enabling staff members to input data directly to the website. However, the

website did not go live until the end of the project when fluent speakers and staff members had verified all the information. The information in the databases serves to reinforce the languages, rather than teach them. It is a valuable resource for students who do not have access to a fluent speaker for guidance.

The project's second objective focused on developing draft versions of three online dictionaries and six print dictionaries. The project was delayed due to the databases taking longer than expected, but project staff made the website accessible to students for review. Distribution of drafts for all three dictionaries occurred in January 2007 and included a survey. Minimal return rates from the survey resulted in project staff utilizing more informal methods for gathering feedback.

Objective three was to develop high-quality sound recordings of each dictionary entry, add them to the three online versions and create draft versions of three CD-ROM dictionaries. Due to the delays in drafting the dictionaries, ANA approved a 9-month project extension, allowing project staff to complete the objective.

The final objective included the printing and distribution of all twelve dictionaries. After receiving feedback on the draft versions, project staff edited the dictionaries accordingly. The printing and distribution of the dictionaries was anticipated for Fall 2008. The twelve dictionaries include the following for each of the three languages: one online dictionary, one alphabetic print dictionary, one thematic print dictionary and one CD-ROM dictionary. The dictionaries will be printed on demand and orderable on the SHI website. There are over 5000 entries in the Haida and 2500 in both the Tlingit and Tsimshian dictionaries. In addition to the challenges mentioned above, the project staff also encountered difficulty

when working with fluent elders, as entries often did not correspond. It was also challenging to incorporate different dialects into the project.

OUTCOMES AND COMMUNITY IMPACT

Elders who directly worked on the project especially benefited, as the work triggered their memories and improved their own language skills as they learned from each other. They now have a tool they can use to spread their languages, as the elders are often the only teachers in their respective villages.

Language teachers also now have reference material to incorporate into their classes, making for a much wider and more accessible variety of items. Yarrow Vaara, the project director, commented, "There was an overwhelming sense of responsibility and burden. The project makes the urgency even more prominent."

Advanced students of the three languages can also use the newly developed materials to improve their fluency. The dictionaries allow students to learn at their own pace, and eliminate the necessity to constantly consult the elders.

Sealaska Heritage Institute staff announced they will maintain the dictionaries when additions and changes become called for. The dictionaries will therefore be living documents, constantly updated and improved as the languages evolve. There is also a discussion section on the website for people with questions and comments.

"The project initiated a collaborative sense of hope and pride in re-establishing the value of the language."

Yarrow Vaara, Project Director

TATITLEK VILLAGE IRA COUNCIL



Project Title:	Tatitlek Tribal Natural Resource Management Planning and Education Project
Award Amount:	\$727,373
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 1 Native American consultant hired
- 8 elders involved
- 10 youth involved
- \$128,357 in resources leveraged
- 20 individuals trained
- 8 partnerships formed

BACKGROUND

The Native Village of Tatitlek is an unincorporated, coastal village of 107 people located on the northeast shore of the Tatitlek Narrows on the Alaska mainland in northeastern Prince William Sound. The village is one of seven tribes of the Chugach Region of Alaska and 96% of its population is Alaska Native, primarily Alutiiq.

The village holds a total of 137,246 acres in Alaska Native Claims Settlement Act (ANCSA) land, some of which was sold to the Exxon Valdez Trustee Council in 1999. Because Tatitlek is unincorporated, the lands were conveyed to the State of Alaska in

trust. The state and federal governments recognize the Village as the appropriate entity to oversee and approve all actions of the state in administering the trust lands.

The shore near the village has recently experienced increased resource exploitation, specifically in the local fishery, driven by non-village entities.

PURPOSE AND OBJECTIVES

The purpose of this project was to enhance the Village’s capacity to increase its involvement in the management of fish and wildlife resources on its land base.

The project’s first objective was to develop a tribal natural resource curriculum in cooperation with the University of Alaska-Fairbanks (UA-F) and the National Oceanic and Atmospheric Administration (NOAA). To implement this objective, the Village relied heavily on the Chugach Regional Resource Commission (CRRC), a native nonprofit organization formed in 1984 by the seven Chugach Region tribes to help collectively address issues of mutual concern regarding stewardship of the area’s natural resources. CRRC organized two

committees; one to identify traditional knowledge materials and one to develop the natural resource curriculum. The committees developed four classes within the curriculum: Introduction to Tribal Government; Advanced Introduction to Tribal Natural Resource Management; Cross Connections; and Traditional Ecology. These courses are transferable and can be applied toward a certificate in Tribal Management from the Interior Aleutian College within the UA-F system.

Tribal students, community members and natural resource personnel contributed to and reviewed the content of each course. Fifteen tribal high school and college students piloted, and received credit for, the first three courses. An additional five students completed and received credit for one or more of the courses. The fourth course was offered for credit in November 2008.

The second objective was to develop two natural resource action plans for the Native Village of Tatitlek. Staff developed the plans to address the tribe's priority concerns for the management of their herring and goat resources. The Tribe will use the plans, and the skills learned in developing them, to effectively participate in determining fish and wildlife policy and regulatory decisions in the area.

OUTCOMES AND COMMUNITY IMPACT

The UA-F obtained four new courses for existing degree programs, which were developed without a significant financial commitment. NOAA gained a tested curriculum it can model for ocean sciences, which it hopes to implement in rural America.

The seven Chugach villages increased their capacity for resource management by training students in the subject. Students from six of the seven communities

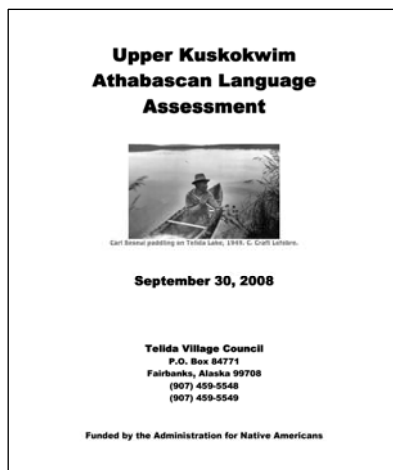
participated in the classes, providing hope that at least some will stay in the villages as long-term residents to lead the area's natural resource management. The courses helped the students become aware of careers in natural resource management as a path to professional certification is being developed. The cadre of students newly trained in natural resource management can also serve as a conduit between state and federal resource management agencies and the villages.

To sustain activities, CRRC will continue to fund the project's Natural Resource Education Specialist, who recruits and supports tribal students as they pursue natural resource careers. The UA-F will continue to offer courses developed through the project and committed to assist in the development of a 30-credit certificate specifically for Tribal Natural Resource Management and incorporate native natural resource philosophy into existing UA-F natural resource courses. In addition, NOAA provided \$114,000 to support a 12-month project to address additional needs identified during the project. Finally, some Chugach Region Native organizations will provide scholarships to students who want to pursue tribal natural resources careers.

“Because of this project, both state and federal resource management agencies will have people to contact in each community with natural resource expertise.”

Patricia Schwalenberg,
CRRC Executive Director and
ANA Project Director

TELIDA VILLAGE COUNCIL



Project Title:	Region-wide Assessment of the Upper Kuskokwim Athabascan Language
Award Amount:	\$58,644
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 37 elders involved
- 17 youth involved
- \$5,050 in resources leveraged
- 2 individuals trained
- 4 partnerships formed
- 1 language survey developed
- 115 language surveys completed

BACKGROUND

The Telida Native Village (TNV) is a federally recognized Athabascan tribe located within the Upper Kuskokwim Region of Alaska's interior, roughly 60 miles northwest of Mt. Denali. The region has no road connections and only small boats, barges and small airplanes can access local communities.

Athabascan is the name of a closely related, but geographically dispersed, group of indigenous peoples from North America and their language family. The number of Athabascan languages and speakers is second only to the Uto-Aztecan family in North America. Kuskokwim is one of the

identified Athabascan languages found in Alaska and is spoken by the Upper Kuskokwim Athabascan (UKA) people.

When a bible translator came to the area in 1963, he reported that 100% of the Kuskokwim people were fluent in the language. After that time, tribal members noticed a steady decline in fluent speakers, but had no verifiable evidence of the extent to which their dialect was disappearing.

PURPOSE AND OBJECTIVES

The purpose of this project, and its single objective, was to develop a survey to assess the Upper Kuskokwim Athabascan language as a first step towards its revitalization. TNV's goal was to receive responses from at least 60% of all UKA people and 100% of the TNV residents. TNV also hoped to use this information to develop a future language preservation project.

Staff partnered with the Alaska Native Language Center (ANLC) to develop a nine-page language survey that gathered information on the language status and tribal attitudes and support for the Kuskokwim language. Staff utilized a graphic designer to ensure that the format was aesthetic and encouraged a high response rate.

Next, the project’s language assessor trained seven volunteers to help administer the surveys throughout the Upper Kuskokwim Athabascan region. The surveyors interviewed 115 UKA people from three Athabascan villages, of which 45 were from the Telida Native Village. After completion of the surveys, staff analyzed the responses and presented findings to the participating tribal councils.

The project’s greatest challenges resulted from staff turnover in the project director position and scheduling conflicts due to unforeseen circumstances. To overcome these challenges, TNV’s finance director assumed responsibility over the project and the surveys were conducted later than originally anticipated.

OUTCOMES AND COMMUNITY IMPACT

As a benefit to the wider UKA region, the project director shared that the survey process helped create regional interest in the preservation of the Kuskokwim language. Previously, many of the region’s language programs were cut for budgetary reasons and some community members hope this project has revitalized the discussion to restart such programs. The project also enabled the Telida Native Village, which is the smallest tribe in the region, to strengthen its presence and enhance its involvement in wider tribal issues.

To sustain this project’s momentum, TNV received funding from ANA for a one-year project to develop a comprehensive language preservation plan.

“This project helped bring solidarity to the region.”

Judith Aiello, Project Director

YUKON RIVER INTER-TRIBAL WATERSHED COUNCIL



Project Title:	Tribal Water Quality Monitoring and Standard Setting for the Yukon River Watershed
Award Amount:	\$617,460
Type of Grant:	Environmental
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 4 jobs created
- 125 elders involved
- 60 youth involved
- \$689,080 in resources leveraged
- 100 individuals trained
- 26 partnerships formed
- 1 environmental code/regulation/ordinance developed

BACKGROUND

The Yukon River Inter-Tribal Watershed Council (YRITWC) was founded in 1997 as a nonprofit coalition of Tribes and First Nations located within the Yukon River watershed in Alaska. The watershed is the third largest basin in North America and drains an area twice the size of California. It is home to 76 distinct indigenous governments, of which 66 are signatories to the YRITWC's governing Inter-Tribal Accord, which commits members to cooperate and consult with each other on matters affecting the watershed.

Currently, there are several hard rock mineral mines operating within the

watershed that use cyanide heap-leaching, which has the potential to cause drastic environmental damage if not properly managed. In addition, insufficiently-treated human sewage and poorly constructed and located landfills pose threats to the health of the watershed and its residents. Some cities within the watershed currently dump untreated human waste directly into the river. The area currently suffers from a decline in salmon and other fish populations.

A longstanding interest for YRITWC members has been the creation of a watershed-wide water quality sampling strategy. The Council initiated individual water sampling projects early in the decade at confined areas along the river.

PURPOSE AND OBJECTIVES

The purpose of this project was to expand and enhance YRITWC's monitoring and sampling efforts in the watershed.

The project's first objective was to implement a sampling regimen that utilized the watershed's tribal residents to take 180 water quality samples following the guidelines set forth by the Environmental Protection Agency (EPA). To ensure the samples' scientific validity, ten YRITWC

staff learned water sampling protocols by taking the EPA's approved Quality Assurance Program Plan (QAPP). Staff then conducted 17 sampling workshops in partner communities, training 90 volunteer 'resident technicians' how to follow the QAPP protocols. Twelve of the trainees then began to collect water samples on a weekly basis, using labeling procedures and GPS technology learned in the trainings to correctly designate each sample. The volunteers sent the samples forward to YRITWC. By the end of the project, YRITWC staff and volunteers took 344 samples, nearly doubling the original target number. To conduct water quality testing, YRITWC partnered with the US Geological Survey (USGS), who had previously conducted water sampling in the region but stopped due to budget constraints. Each sample test consisted of seven separate studies, including: PH levels, metals, nutrients, major ions, dissolved gases, age of water and eutrication. The USGS's tests equate to \$284,373 in donated resources towards the project. The test results created critical baseline data for the watershed, identified the river basin's main contaminate, and discovered the primary source of contamination.

The second objective was to disseminate the new information to members and draft water management standards and informational materials for their consideration. Project staff drafted water quality standards, created a handbook of applicable resource laws, gave four presentations at the YRITWC biannual summit regarding the findings, and authored articles for the organization's newsletter. The staff presented the water quality standards to the YRITWC Board for review. If adopted by member tribes, these standards will not supersede Alaska's standards. However, they are stricter than the state's standards and, if adhered to by all YRITWC member tribes, can improve the

watershed's management and provide an example for future legislation.

OUTCOMES AND COMMUNITY IMPACT

The YRITWC's participatory water sampling methodology has resulted in a vast network of grassroots partnerships throughout the watershed. The network allows sampling to be conducted regularly throughout the region and is practically free to maintain, saving government agencies millions of dollars in staff and travel time. The YRITWC estimated that government agencies saved roughly \$5.1 million in the FY2008 alone. In addition, the participatory method used to implement this project has generated interest both nationally and internationally, with organizations seeking to replicate the community support aspects of the project.

To maintain sampling activities, YRITWC staff felt the local communities needed three years of additional capacity building before they would be ready to conduct sampling without assistance. The project staff continues to conduct trainings and maintains the regional network for sampling. Though no gap funding was secured by the end of the project, the YRITWC applied for several federal and international grants in 2008.

"Involvement with this project, and its association with protection of the Yukon River Basin, has brought pride, community involvement and knowledge about what is happening in the River and how it affects the health and livelihoods of the communities."

Bryan Maracle, Project Director

DINÉ COLLEGE


Project Title:	Dine' Policy Institute of Dine' College
Award Amount:	\$381,775
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribal College

PROJECT SNAPSHOT

- 5 jobs created
- 6 Native American consultants hired
- 5 elders involved
- \$74,200 in resources leveraged
- 6 partnerships formed

BACKGROUND

Originally founded as the Navajo Community College in 1968, Diné⁴ College is the first college established by Native Americans, for Native Americans. Serving the Navajo Nation, its main campus sits in Tsaile, Arizona, but the college also has seven other campuses within Arizona, New Mexico and Utah. Current enrollment is 1,830 students.

Prior to the project, the Navajo Nation lacked baseline demographic data and did not have a centralized location for community members to access data on

critical social and economic issues. In addition, many existing Navajo laws were created by non-Navajos and, as such, are not based on the Diné epistemology.

PURPOSE AND OBJECTIVES

The purpose of the project was to establish the Diné Policy Institute (DPI) as an independent agency within the college. DPI would then develop research tools based on the Diné paradigm, which is a holistic worldview that places contemporary issues within the context of familial, environmental, ethical and economic lenses to evaluate problems using Navajo sensibilities.

The project's first objective was to establish working groups to lead research on multiple policy issues using the Diné paradigm. The groups were comprised of twelve Navajo scholars and twelve ceremonial practitioners. They collected baseline demographic data of the Navajo Nation where none had previously existed using a data survey. DPI then compiled, analyzed and filtered the data by age, education and income, amongst other factors. For the rest of the project, working groups coalesced

⁴ "Diné" is the Navajo word meaning "the people," and is used by the Tribe to refer to itself and the tribal community.

over issues arising from the baseline data and contemporary questions including: intellectual property rights; government reform led by traditional Diné philosophy; and land use. To widen the policy discussion, the working groups and DPI facilitated five regional listening circles, in which the policy issues being studied were publicly presented and discussed. Staff then integrated common themes from the discussions into the findings.

The second objective was to form Memoranda of Agreement (MOA) with at least five institutions of higher learning to assist DPI develop its organizational structure and cooperate on research. DPI partnered with eight universities, or university programs, by the end of the project. Partnerships included Brigham Young University's Public Policy Program, which trained DPI staff on policy analysis methods, and the University of New Mexico, who regularly exchanged policy ideas for new projects.

The third objective was to involve the wider Diné College community with DPI research. Staff and interns delivered seminars and conferences to the college's students and faculty on relevant social and economic development issues. DPI also developed, and will instruct, an accredited course at the college entitled, "Introduction to the Fundamental Laws of the Diné."

The fourth objective was to develop a mentorship program with national universities to collect additional data. Five graduate interns and fifteen undergraduates participated in the project, twelve of whom were Navajo Tribal members. The group produced four research papers on development issues in the Navajo Nation and presented them at a National conference.

Two key objectives were not completed. First, piloting a summer development

institute for elected chapter officials did not occur due to scheduling and planning challenges. DPI also did not create a database of Diné policy specialists, because DPI staff knew the specialists on a personal level, since they worked closely together on a regular basis. However, staff did see the value of such a database and have committed to developing one in the future.

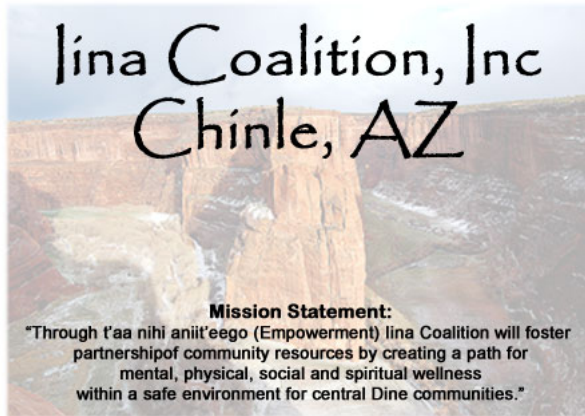
The project's major challenge was its overambitious scope, which led to the incompleteness of some objectives.

OUTCOMES AND COMMUNITY IMPACT

Participating students received credit for their internships with the DPI while learning alongside experts in the Diné paradigm. Elders were able to identify with, and contribute to, modern policy discussions because they are being framed in the traditional Diné context. The project has reinforced their traditional positions as holders of knowledge and wisdom within the community.

The project also helped DPI hone its strategic goal to produce well-reasoned, quality policy research that ensures the Diné paradigm is followed. Robert Yazzi, the Project Director, shared, "I now have a new way to use Navajo thinking to answer current legal questions."

To continue project benefits, the Diné College will provide funding for DPI salaries. In addition, DPI is implementing an Environmental Protection Agency project in collaboration with the Diné Environmental Institute and the Navajo Nation of Governance.

IINÁ COALITION


Project Title:	Iiná Coalition Sustainability Project (T'áá Nihí Ániti'teego)
Award Amount:	\$173,092
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2006 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- 1 youth involved
- \$22,451 in resources leveraged
- 29 individuals trained
- 7 partnerships formed

BACKGROUND

Founded in 1999, the Iiná Coalition, Inc. is a nonprofit organization headquartered in Chinle, Arizona. The Coalition coordinates project planning, programs and services to promote the health and wellness of the communities in the central Navajo region.

The annual per capita income of tribal members served by the Coalition is roughly \$5,500, compared to \$20,000 for the U.S. overall, according to the 2000 U.S. Census. Approximately 13% of the community is unemployed and only about 40% of the adult population is in the labor force, compared to 76% in the U.S.

PURPOSE AND OBJECTIVES

The purpose of this project was to strengthen the Iiná Coalition's organizational capacity through strategic planning and the establishment of a grants resource center.

The first objective was to develop a five-year strategic plan to strengthen the Iiná Coalition's organizational, administrative and leadership capacity. Staff conducted a needs assessment with ten community organizations to establish community development projects, organizational needs, and interest in collaborating with the Coalition. Staff planned to use the findings to direct the development of the strategic plan. The Coalition began drafting the five-year strategic plan, but did not finalize it by the end of the project due to a late start and challenges with Board agreement on the Coalition's strategic direction. Staff also reported that results from the community assessment were only partially utilized while formulating the strategic plan. The Coalition also planned to develop focused action plans to facilitate the implementation of the overall strategic plan. Staff created a

strategic goal outline to serve as the action plan.

Objective two was to establish a Coalition-managed community grants resource center to enhance the capacity of local community organizations by offering training and technical assistance to 70 community members. Although the resource center was not fully developed, staff did deliver 12 group trainings to 29 individuals on nonprofit organization roles, human resource development, case management and grants management, as well as media planning and fundraising. The Coalition provided the workshops through a partnership with a local college's resource center. The Coalition also provided access to its computers for interested community organizations.

The third objective was to develop an internship program to place at least five students of health professions with local community organizations. Although the Coalition originally planned to place all interns with health-focused organizations, the placements were ultimately located at local Navajo governmental chapters. Staff placed eight interns by the end of the project and an additional four were scheduled to begin in November, 2008. The first group of interns lived in the community for one month. During this time they developed an emergency preparedness plan for the Chinle Agency and shadowed various local health professionals.

The Coalition faced a series of challenges while implementing this project. The project director was hired three months late and was unable to attend ANA's grant management training, causing delays in Year 1 project activities and reporting challenges. In addition, the Coalition's Board experienced frequent turnover and had difficulty achieving a quorum to

approve critical project objectives, such as the strategic plan.

OUTCOMES AND COMMUNITY IMPACT

Six of the eight interns placed during the project were non-native. The experience of living temporarily on a reservation and seeing common challenges facing the Navajo Nation expanded their cultural knowledge base. In addition, all interns learned job skills while developing the emergency preparedness manual and shadowing community health professionals.

The project director gained grants management and community development skills during the project. Furthermore, even though the Coalition's Board was unable to approve the strategic plan on schedule, the project provided a valuable forum, and time, to conduct discussions on the organization's strategic direction.

To maintain momentum, the Coalition planned to attract at least \$50,000 by the end of the project to sustain activities for at least one year. Staff received \$12,400 in grant funding to assist with programmatic expenses, but did not secure sufficient funds to continue full operations and, as a result, was forced to scale back some services.

MOENKOPI DEVELOPERS CORPORATION



Project Title:	Capacity and Management Building for UVM Water Utility Authority
Award Amount:	\$451,768
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2006 – Sept. 2008
Grantee Type:	Tribal Nonprofit

PROJECT SNAPSHOT

- 6 jobs created
- 15 elders involved
- 2 youth involved
- \$240,300 in resources leveraged
- 5 individuals trained
- 15 partnerships formed
- 5 governance codes/ordinances developed
- 5 governance codes/ordinances implemented

BACKGROUND

Located across highway 160 from Tuba City in northern Arizona, the Upper Village of Moenkopi (UVM) is one of twelve Hopi tribal villages. Poverty is a significant concern in UVM, as highlighted by a tribal study conducted in 2002 that found a 54% poverty rate and average annual household income of \$18,621 in the community.

To create local jobs and promote social and economic self-sufficiency for UVM, the Hopi Tribe established the Moenkopi Developers Corporation (MDC) in 1981. As

the economic development arm of the village, MDC assists in the expansion of UVM infrastructure. In 2007, MDC constructed a \$5.3 million, environmentally-friendly, wastewater treatment plant (WWTP) to accommodate future growth and economic development. Without the WWTP, new development would not be possible due to the lack of alternative wastewater treatment facilities for UVM.

PURPOSE AND OBJECTIVES

The purpose of this project was to create the legal, administrative, and staffing infrastructure to launch the Moenkopi Utility Authority (MUA). The MUA would then be able to manage UVM's newly constructed WWTP and other planned infrastructure developments.

The project's first objective was to create the MUA's administrative system. MDC staff developed an organizational structure for the MUA, published and distributed strategic and sustainability plans and created operating policies and procedures for public review. The key to ensure the viability of these achievements was to have them ratified by the Hopi Tribal Council. After a series of delays, the Council ratified the

board structure and policies and procedures in September, 2008.

The second objective was to hire and train MUA staff to manage and operate the WWTP. Utilizing a jury-style interview committee to mitigate perceived or actual conflicts of interest, all six proposed staff positions were filled and individual training plans were developed to determine training needs of the new employees. Employees received training in safe drinking water principles; pump operation and maintenance; wastewater collection and treatment; cross connection and backflow prevention; lab analysis; and wastewater activated sludge. Due to the complexity of the training required to manage the WWTP, staff training is ongoing and will continue over the next several years.

Environmental training and certification was still occurring at the end of the project. In the interim, the MUA is meeting all Environmental Protection Agency requirements with assistance from wastewater consultants. To ensure that the plant is staffed consistently with qualified operators, the MUA also focuses on cross training its staff.

Objective three was to create the foundational MUA empowerment ordinances. Staff created policies for finance, property management, personnel and procurement. The UVM government approved all policies and passed a resolution empowering the MUA to oversee village infrastructure. The major challenge faced by the project was the Tribal Council's ratification of the MUA Board of Directors and approval of the policies and procedures in a timely manner. This challenge was ultimately overcome and the Tribal Council ratified all critical ordinances by the end of the project.

OUTCOMES AND COMMUNITY IMPACT

UVM residents have a new sanitation system, which for the first time is managed by an organization from within the community. The village no longer needs to rely on a treatment system from a neighboring city. Local farmers and ranchers can also utilize the treated wastewater for agricultural irrigation and cattle. For tribal elders, the benefits of indoor plumbing are significant.

The WWTP has already positively impacted UVM by facilitating the construction of a gas station and travel center, which created eighteen new jobs in the community. MUA's increased capacity to manage the WWTP will indirectly help the community sustain these new jobs. The MUA is now pursuing the development of a reverse osmosis drinking water system and is conducting a review of the status of water and sewer lines which have been in place since the 1950's.

With the MUA in place, the Upper Village of Moenkopi can now pursue economic development projects that have waited years for completion. New plans include the construction of a cultural interpretive center, hotel and conference center.

To sustain services at the WWTP, MUA developed a fee-for-service business plan that will be implemented in stages to fund operation costs. In addition, the UVM has agreed to fund staff costs up to \$117,000 per annum while the MUA develops a resource base.

"We have become the model village in the development arena, and this project helped us get there."

Dr. Daniel Honanhi, President / CEO
Moenkopi Developers Corporation

SAN CARLOS APACHE TRIBE



Project Title:	San Carlos Apache Indian Reservation
Award Amount:	\$77,778
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 55 elders involved
- 40 youth involved
- \$4,334 in resources leveraged
- 20 individuals trained
- 11 partnerships formed

BACKGROUND

The San Carlos Apache Tribe was formally established in 1934 as a result of the Indian Reorganization Act. The reservation is located in the east central portion of the state of Arizona, 110 miles from Phoenix and Tucson, encompassing approximately 1.8 million acres. There are roughly 13,000 enrolled tribal members.

Under previous ANA funding, the Tribe conducted a reservation-wide Apache language assessment and strengths, weaknesses, opportunities and threats (SWOT) analysis. The resulting data clearly demonstrated that at the present rate of decline, unless specific strategies or actions are identified and implemented in the near

future, the San Carlos Apache language is only a few generations from extinction.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop a comprehensive Strategic Language Preservation Plan (SLPP).

The project's sole objective was to create the SLPP based on the results of the survey and SWOT analysis. The objective included a target of involving a minimum of 50 tribal elders and 100% of the local public and private schools in the document's development. The project coordinator presented the language assessment survey findings and sought feedback regarding ideas for the contents of the SLPP during numerous meetings throughout the project. These sessions occurred at local schools in Globe, Miami and San Carlos; adult community centers; public meetings; district meetings; monthly elders meetings; and clan reunions. Meetings at the schools included both students and teachers. Approximately 60 elders were actively involved in these planning and feedback sessions, and 200 were present at the meetings over the course of the project.

Project staff collaborated with a university consultant to review the data from the

SWOT analysis to establish priorities and a process for improvements in language use and practices. The project coordinator created a draft SLPP utilizing information and feedback gathered during the community meetings. The draft was then distributed to all stakeholders and the community for their review and input. After collecting input from the language department, elders, youth, university consultant and committee members, the project staff will revise the SLPP for a final presentation to the tribal council.

The SLPP identified two main priorities for establishing a language program: 1) creating English-free zones in the community; and 2) creating non-threatening environments for Apache learners. In order to address these priorities, the plan includes four strategies for language preservation. The first strategy focuses on immersion, and calls for the Tribe to make language classes available to all tribal members, develop family language classes, hold summer immersion camps, and begin early learning language nests. The second priority identified in the SLPP is curriculum development, including a community-wide curriculum as well as a school syllabus. The document listed media resources as another priority, with the goal of ensuring the availability of language learning materials for all tribal members including radio shows, web-based language lessons, digital recordings, and the use of MP3 players. The fourth priority is archiving, to include recordings of tribal elders speaking Apache and the preservation of cultural items in a cultural center.

The project encountered some challenges during implementation that resulted in a three-month extension to complete all activities. Late hiring of the project coordinator caused a delay in initiating activities. The coordinator also halted work due to personal leave. Finally, it was

difficult to schedule meetings and events as there were conflicts with other tribal activities.

OUTCOMES AND COMMUNITY IMPACT

This project increased awareness in the community regarding the need for language preservation and revitalization. Elders became more cognizant of the extent of language loss, and those who were previously more involved in preservation activities now realize revitalization is equally important for the health of the language.

Tribal youth discovered the lack of language use outside of the academic environment and expressed their desire to bring language into the home and day-to-day interactions.

Adults now show increased interest in learning to speak as well as read and write Apache in order to become fluent. Tribal members understand they are rapidly losing the majority of current fluent speakers, as they are mostly over 80, and are reacting to this reality.

The development of the SLPP provides the Tribe's language department with a roadmap for the future. Department staff can now begin to implement specific language projects to benefit the community and revitalize the Apache language on the reservation.

“The language is your identity. It gives you self-esteem.”

Joyce Johnson,
Project Coordinator

WHITE MOUNTAIN APACHE HOUSING AUTHORITY



Project Title:	White Mountain Apache Tribe Boys and Girls Club Start-up Project
Award Amount:	\$598,500
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribal Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 42 elders involved
- 225 youth involved
- \$1,674 in revenue generated
- \$571,770 in resources leveraged
- 6 individuals trained
- 27 partnerships formed

BACKGROUND

The Fort Apache Indian Reservation, home of the White Mountain Apache Tribe, is located in northeastern Arizona in portions of Navajo, Apache, and Gila counties. There are currently 13,500 enrolled members of the Tribe, with approximately 54% under the age of 25. The community faces many challenges, one of the foremost being the 50% truancy rate of the predominately Apache student body of the Whiteriver Unified School District. Student performance and participation by White Mountain Apache youth is far below the national average: 53% finish high school; 15% attend college; 6% graduate from college; and 3% attend graduate school.

To address this problem, community members requested increased services and activities for youth including after-school and summer activities, play grounds, educational and training programs, and sports activities. A team from the Housing Authority began researching how other Native communities addressed the needs of their youth and learned that in many cases, a successful youth program involved the Boys and Girls Club of America (BGCA).

PURPOSE AND OBJECTIVES

The purpose of this project was to establish a Boys and Girls Club Unit for the White Mountain Apache Tribe.

The project's first objective was to complete minor renovations and furnish the building intended to host the club, and to develop a security plan for the building. Minor renovations included resurfacing the floor, laying down new carpet, installing new lights, and painting. Project staff completed all renovations with the help of local contractors by the spring of 2006. In addition to the repairs, the club staff applied for and received a grant to install a computer lab in the building. Over the course of the project, numerous organizations and

individuals donated equipment and materials to the club, as reflected in the large amount of dollars leveraged during the project. The Housing Authority security crew began including the club building in their rotations in February 2006, and there is a new security alarm system in the building.

The project's second objective was to open the club for ten months a year, five days a week and have a membership of at least 100 tribal youth. The club opened its doors in early April 2006, and was officially chartered by BGCA in mid-December of that year. It is open twelve months a year and had a membership of 178 in its first year. Throughout the project, staff recruited individuals to serve on an advisory board in order to develop the club's by-laws, strategic plan, and action plan in accordance to BGCA's requirements. Project staff also established a youth advisory board consisting of club members who provide feedback and input regarding the club's activities.

The project's third objective was to have a full schedule of programs available to members by the end of the first year and to expand the program by the close of the project. Three programs began in the first year, and five additional programs were added the second year. These programs are in accordance with BGCA and include: Skills Mastery and Resistance Training (SMART Moves Program), MethSMART, Homework Power Hour, Hooked on Fishing Not on Drugs, Project Career, and Rising Above the Influence.

The project's final objective was to establish at least two club extension units on the reservation. In 2008, two smaller extension clubs opened in the towns of Cibique and McNary, each including a playground and their own schedule of programs. The combined membership of all three clubs during the third project year was 385.

OUTCOMES AND COMMUNITY IMPACT

Tribal youth enrolled at the club benefited from the BGCA programs implemented by the club staff. The after school homework programs increase their reading and math skills, which positively impact overall academic performance. The club provides the children with healthy snacks and sports programs, improving health. Finally, programs, such as MethSMART and Hooked on Fishing Not on Drugs, cultivate life and decision-making skills. The activities also reduce peer pressure and help improve children's relationships with their parents.

The parents of club members now have an increased awareness of drug abuse and other challenges their children face. They are thankful the club provides a safe environment and healthy activities for tribal youth.

Club staff found the training they received from BGCA very beneficial as it increased their experience and skills. The staff also has more experience managing grants.

The Boys and Girls Club and its extension units in Cibique and McNary will continue offering and expanding their programs with full funding from BGCA. Membership continues to increase as the popularity of the programs grows.

"I wanted to make a difference in my community. I wanted to focus on kids and have programs out there for them."

LeAnn Mallow, Unit Director

AMERICAN INDIAN RECRUITMENT PROGRAMS



Project Title:	Pride for Life Project
Award Amount:	\$111,476
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 5 elders involved
- 93 youth involved
- \$51,880 in resources leveraged
- 22 partnerships formed

BACKGROUND

American Indian Recruitment (AIR) Programs was established in 1993 in San Diego, California. AIR secured nonprofit status in 2002 with a mission to promote higher education in the Native American community. AIR staff connects southern California tribal youth with area universities to offer after-school academic services such as tutoring, mentoring and various service-learning activities.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop and implement a comprehensive educational, social and culturally appropriate program to promote higher education opportunities to Native American youth in the San Diego area.

The project’s first objective was to establish and implement an after-school program for Native American youth which would provide tutoring, academic goal planning, and life skills activities. Project staff, in collaboration with various academic partners, implemented two programs: Pride for Life Senior, for youth in 9th through 12th grades, and Pride for Life Junior, for youth in 6th through 8th grades. Both programs met over the course of a semester. Staff coupled classroom-based sessions, such as how to complete a college application and academic tutoring workshops, with tours to college campuses and various field trips. A mix of both reservation-based and urban-based Native American youth participated in the program. A total of 30 youth participated in the Pride for Life Senior program, and 22 youth attended the Pride for Life Junior program.

The project’s second objective was to establish a Pride for Life Tribal Leadership and Justice Forum to teach Native American youth about tribal governance, Native American citizenship, and tribal-federal relations. Eight students participated in the program, which included classroom activities to learn about tribal governance, and field trips to tribal courts to meet with

Native American judges and lawyers to learn about the justice process.

The project's third objective was to implement a Pride for Life Summer Youth Program to offer activities on Native American cultural heritage and preservation. AIR staff implemented a 5-week summer program with 33 youth participants. The summer program offered life skills development activities, film discussions, museum tours, team-building exercises, and tours of area colleges and universities.

OUTCOMES AND COMMUNITY IMPACT

For the 93 Native American youth involved in the Pride for Life programs, the project broadened their knowledge of available post-secondary options, as a majority came from families without college backgrounds. Participation in project activities served to demystify the college experience, and provided youth with the tools and knowledge to pursue the option. Natalia Orosco, from the San Pascual Indian Education Department, shared, "Because of AIR, our native youth no longer need to fear a college campus." Furthermore, all program participants earned three college credits for successful completion of the program. Project staff had planned to conduct an evaluation of project outcomes by collecting data on the academic improvement and graduation rates of program participants. However, staff were unable to gather the information from the school systems, indicating that the degree of program success is not known.

The state colleges and universities located in the San Diego area do not receive state money to conduct recruitment activities, and therefore rely upon programs such as AIR to appeal to a cross-section of community members. Due to the efforts of programs such as AIR, universities benefit from a diverse student body which serves to foster

an inclusive society and multiple perspectives.

"The students now realize that going to college does not have to be a separation from your people and your culture."

Renee White Eyes,
AIR Youth Specialist

CALIFORNIA INDIAN MUSEUM AND CULTURAL CENTER



Project Title:	Pomo Language Distance Learning Curriculum Study
Award Amount:	\$82,050
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 20 elders involved
- \$161,950 in resources leveraged
- 1 individual trained
- 3 partnerships formed
- 1 language survey developed
- 57 language surveys completed

BACKGROUND

The California Indian Museum and Cultural Center (CIMCC) is a native nonprofit organization committed to the preservation and continuity of California Indian cultures. Located in Santa Rosa, California, the organization was established in 1996. The CIMCC’s strategic goals prioritize language preservation as crucial to cultural continuity.

The Pomo people have seven distinct languages spoken in communities located between Lake Mendocino and Sonoma County. A previous needs assessment concluded all seven languages are seriously endangered. These languages are used inter-tribally throughout the 20 Pomo bands, implying overall preservation of the language cannot solely be addressed at the

tribal level. While various Pomo bands are conducting or planning preservation activities for their particular language or dialect, there is currently not a coordinated approach amongst all the communities.

PURPOSE AND OBJECTIVES

The purpose of the project was to conduct a planning study for a Pomo language distance learning program. Once implemented, the program will facilitate and promote the sharing and accessibility of language materials and resources amongst the 20 Pomo bands, encouraging language preservation.

The project’s sole objective was to conduct a planning study to research, analyze and disseminate data to determine the feasibility of implementing a distance learning program. The study would identify variables such as: technology barriers and opportunities; cultural protocols for and community attitudes towards online instruction; existing language materials and resources; and financial needs.

Within the first months of the project, the staff, in collaboration with the Pomo language preservation committee, developed a research outline including an annotated bibliography listing available resources.

The committee also provided input on the most appropriate methods for including the community in the project.

In order to overcome the challenge of accommodating the many Pomo dialects, project staff endeavored to base the program on an academic Pomo language, and used a neighboring tribe as a model. Project staff designed a survey and disseminated 300 copies to tribal members, CIMCC staff, and tribal governments within the 20 targeted Pomo communities to obtain feedback from the community. The return rate for the surveys was moderate: 57 surveys were returned, with 60% of the communities participating. In addition to the survey, project staff interviewed seventeen individuals including language, culture and health program staff. Results from the survey and interviews confirmed support for a distance learning program, and established a high level of interest from tribal members.

Some respondents expressed concern over how to integrate technology with language preservation, stating fear they lacked the skills necessary to participate in an online program. Consequently, project staff realized the communities' technological capacities required attention before implementing an online program, and included this aspect in the distance learning program's design.

Other survey respondents felt the language should not be available online, as this made the Pomo culture publicly accessible, and increased the potential for subjective presentation of the culture. In order to overcome this challenge, project staff collaborated with a consultant, who specialized in presenting cultural information neutrally, eliminating the cause for concern.

The project manager researched several distance learning management systems and enrolled in two training courses. One class

focused on learning how to use the Moodle software, and the other involved a more in-depth investigation of online course management.

After compiling the information from the survey, interviews, training classes and material research, project staff produced a draft planning study to present to the language preservation committee. Community members provided feedback on the draft during a public meeting. At the close of the project, staff submitted a final version of the planning study to the committee and disseminated copies to Pomo tribes, education centers and community organizations. A copy of the study is also available on the CIMCC website.

OUTCOMES AND COMMUNITY IMPACT

The planning study confirmed community interest in developing a distance learning program. CIMCC staff members are now aware of the potential barriers that exist, such as a lack of technology skills amongst the older generations, and can design the program accordingly. The study also addressed aspects of the program that could have caused conflict within the Pomo community, proactively reducing the possibility for future challenges.

Upon its implementation, the distance learning program will greatly benefit the Pomo community. Tribal members will have increased access to language materials and classes, ensuring those who are interested can begin or continue their study of the language. The distance learning program will promote the longevity of the language element of the Pomo culture.

“The project has given us a road map to provide to the community.”

Nicole Myers-Lim, Executive Director

SHINGLE SPRINGS RANCHERIA



Project Title:	Governance Codes and Ordinances Development Project
Award Amount:	\$274,656
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2006 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 2 Native American consultants hired
- 2 elders involved
- 3 youth involved
- \$4,471 in resources leveraged
- 9 individuals trained
- 6 partnerships formed

BACKGROUND

The Shingle Springs Rancheria is a 160-acre reservation located in northern California. There are approximately 437 enrolled tribal members, most of whom live within the Tribe’s service area. A 2005 income survey of tribal members indicated that 80% of the available workforce population is living at or below the federal poverty index.

The housing and rental markets in El Dorado County are limited, and prices exceed the capability of the low-to-moderate income population. In recent years, the Tribe has been unable to provide low-income housing to its membership due to a lack of funding and technical expertise. The

Tribe lacks the technical capacity to undertake desperately needed housing activities including implementing mandatory codes and ordinances for developing low-income housing construction program activities.

PURPOSE AND OBJECTIVES

The project included three main goals: to increase the housing authority’s capacity to deliver services to the tribal population; to create an innovative and sustainable low-income housing plan; and to develop and adopt the required codes and ordinances for the new plan.

The project’s first-year objective was to complete a low-income housing plan by conducting inspections of the existing substandard homes, collaborating with consultants and architects for the housing designs, and collecting and including the community’s input. An inspector examined 13 of the 21 substandard homes on the reservation and determined 4 to be inhabitable, with the remaining homes requiring either minor or major repairs. Project staff contracted with an architectural firm to produce housing designs. The architect also conducted public presentations

to solicit community feedback and suggestions on the designs. Furthermore, project staff developed and distributed two surveys, one demographic and one housing priority survey, to determine the community's actual housing needs. The demographic survey analyzed each household's needs according to the number of people living in each room. The priority survey asked community members which groups they felt should receive immediate assistance. Due to concerns regarding anonymity, the survey return rate was low. In order to overcome this challenge, the housing department required completion of the survey in order to receive services. Project staff developed a priority list for replacement homes based on the survey results, placing families with small children and overcrowded houses at the top of the list. The tribal council approved both the priority list and the housing designs during the first project year.

In the second year, the project's objective was to revise and adopt new codes and ordinances for the new housing program, train the staff and the council on the new procedures, and develop a land use plan. Project staff worked with a consulting group to update and revise the existing policies. The consultants then provided training to the tribal council in order to familiarize them with the modifications. The council approved all the changes and implemented the new policies in the final months of the project.

The tribe partnered with a consultant to develop a land use plan for the new housing project. Project staff organized a public meeting during which the consultant presented information on the selected area and sought tribal input, stressing the opportunity for tribal members to become creatively involved in the possibilities for housing designs. Based on the information collected, the consultant developed a draft

land use plan including sketches of the buildings. In October 2008, project staff will present a final version of the plan to the council for approval.

OUTCOMES AND COMMUNITY IMPACT

The project increased the community's involvement in determining the tribal housing needs. Tribal members actively participated in public meetings, and their opinions were included in the final land use plan, promoting a healthy relationship between the community and tribal government. The improvements in the Tribe's housing program will directly benefit the tribal members, as substandard housing will be eliminated and new housing will be available.

Due to the training the project provided the tribal council, the housing department has increased support for their programs. The council now has a uniform housing plan they can implement, including updated policies and ordinances. Project staff mentioned the Tribe now has a plan for the future, and can apply for funding specifically for new housing construction.

The training and collaboration with consultants also increased the organizational capacity of the department staff to implement the low-income housing project.

“Now we have expertise and education. We also have partners for the future.”

Rhonda Dickerson,
Project Manager

SOBOBA BAND OF LUISEÑO INDIANS



Project Title:	Environmental and Cultural Monitoring Project
Award Amount:	\$299,700
Type of Grant:	Environmental
Project Period:	Sept. 2006 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 5 Native American consultants hired
- 30 elders involved
- 50 youth involved
- \$89,940 in resources leveraged
- 28 individuals trained
- 13 partnerships formed
- 3 environmental codes/regulations/ordinances developed
- 3 environmental codes/regulations/ordinances enforced

BACKGROUND

The Soboba Reservation, established in 1883, spans nearly 7,000 acres in southern California. It is home to the Soboba Band of Luiseño Indians which, some studies demonstrate, has an ancestral presence on the land dating back 4,700 years. The Tribe currently has 965 enrolled members.

In 2005, the California State Senate passed Senate Bill 18 (SB-18), which requires cities and counties to conduct consultations with California’s Native American tribes to assess and monitor the impact of any ground disturbance on a tribe’s traditional

homelands. The legislation places responsibility on the Soboba Band to monitor compliance with SB-18 on traditional Soboba lands.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop a comprehensive environmental monitoring department to ensure the Soboba Band’s compliance with SB-18, and all associated state and federal environmental legislation, including the California Environmental Quality Act of 1970 (CEQA), Archaeological Resources Protection Act of 1979 (ARPA), Native American Graves Protection and Repatriation Act of 1990 (NAGPRA) and the National Environmental Policy Act of 1969 (NEPA).

The Project’s first objective was to set up and build the capacity of the Soboba Cultural and Environmental Monitoring Department. Three staff members completed training courses on the requirements of CEQA, ARPA, NAGPRA and NEPA, and received certification from the State for completing the SB-18 workshops. Project staff then trained other tribal departments on their responsibilities to comply with SB-18 requirements and to preserve and maintain areas of cultural significance to the Soboba Band.

Additionally, project staff formed partnerships with the City Planning Departments of Hemet and San Jacinto, areas which now encompass the traditional homelands of the Soboba band. In compliance with SB-18, the entities now collaborate to ensure a tribal monitor is present at all construction and ground disturbance sites within city boundaries. Project staff, in consultation with the Bureau of Indian Affairs and tribal elders, also developed GPS maps of known cultural and sacred sites. Tribal monitors and department staff update the maps as additional sites of significance or artifacts are found. The Tribe keeps the locations of all cultural sites confidential to ensure no looting occurs. Finally, staff formed partnerships with local museums to ensure any Soboba artifacts in their possession are correctly recorded and labeled.

The project's second objective was to identify and organize the roles and functions of the Soboba Cultural and Environmental Monitoring Department. To complete the objective, project staff formalized the department's policies and procedures, which included developing guidelines for tribal monitors, creating a template to document agreements between the Tribe and developers, and adopting formal procedures for all consultations between the Tribe and the cities of Hemet and San Jacinto. Department staff report and discuss their progress with the Tribal Administrator on a weekly basis.

The project's third and final objective was to develop a Reservation Master Plan to abide by the requirements of CEQA, ARPA, NAGPRA, NEPA and SB-18. Project staff completed the plan, which includes all quantitative and qualitative information developed and gathered during project activities, a narrative history of the Soboba Tribe, and a timeline for continuing activities. Staff presented the plan to the

Tribal Council, which agreed that the document sets the vision and path for all future Cultural and Environmental Monitoring Department activity.

OUTCOMES AND COMMUNITY IMPACT

The development of the Soboba Tribe's Cultural and Environmental Monitoring Department led to a variety of positive outcomes for the Tribe. Department staff strengthened their capacity to implement cultural and environmental monitoring activities in accordance with SB-18. Through partnerships with tribal, state and federal entities, staff discovered and documented numerous cultural sites and artifacts of significance to the Soboba Tribe. The discoveries led to increased interest in Soboba history, culture and customs within the community. To further ensure the safeguard of traditional Soboba homelands, department staff now collaborates with county officials to provide cultural sensitivity training to all archaeologists conducting research within the cultural boundaries. Additionally, staff sought out input from tribal elders, who provided ongoing guidance and direction for project implementation. These activities served to reinforce the elders' traditional positions as holders of knowledge and wisdom within the Soboba community.

Finally, the Soboba Tribe's Cultural and Environmental Monitoring Department serves as a replicable model for California tribes interested in implementing the requirements of SB-18. Indeed, department staff has already formed a partnership with the Ramona Band of Cahuilla Indians to share best practices. According to the Soboba Tribe's Cultural Resource Director, Joseph Ontiveros, this process will soon be extended to other area tribes as well.

SOUTHERN INDIAN HEALTH COUNCIL



Project Title: Tribal Culturally Unchallenged Prevention and Placement Services (T-CUPPS)

Award Amount: \$500,000

Type of Grant: Social and Economic Development Strategies – Family Preservation

Project Period: Sept. 2006 – Sept. 2008

Grantee Type: Tribal Consortium

PROJECT SNAPSHOT

- 3 jobs created
- 80 elders involved
- 800 youth involved
- \$58,047 in resources leveraged
- 71 individuals trained
- 15 partnerships formed

BACKGROUND

The Southern Indian Health Council (SIHC) was established as a nonprofit organization in 1982 in Alpine, California, to offer a comprehensive range of health care and social services to Native Americans. It operates as a consortium for the seven tribes located in rural and remote regions of southern California. The constituent tribes are: Barona, Campo, Ewiiapaayp, Jamul, La Posta, Manzanita, and the Viejas Band of Kumeyaay Indians. The total population of the seven tribes is approximately 1,400 people.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop a foster care program to certify Native American foster parents as well as promote appropriate extended family placements to assist neglected Native American youth.

The project’s first objective was to provide a range of culturally appropriate foster care services to reduce the number of non-Indian court placements and have these youth placed in tribal homes. To complete the objective, three SIHC staff members received training on the laws, practices, and procedures of the Indian Child Welfare Act (ICWA), which defines tribal jurisdiction over Indian child custody proceedings. Staff also completed San Diego County’s case management training and foster parent orientation. Staff then formed a partnership with Child Protective Services and conducted research on behalf of the agency to verify the tribal enrollment eligibility of Indian youth placed, or scheduled for placement, in non-Indian foster homes. Over the course of the project timeframe, staff confirmed the enrollment eligibility of

33 Native American youth and placed them in Indian foster homes, in compliance with ICWA statutes. To hasten the placement process, staff collaborated with Child Protective Services to conduct 22 home evaluations to certify foster homes. Staff caseworkers also conducted weekly home visits with the 33 youth to assess the appropriateness of each placement and to verify school attendance.

The second objective was to develop a recruitment process and training program to increase the opportunity for at least seven tribal households to become certified foster homes for fourteen Indian youth. In collaboration with Indian Child Social Services, staff implemented a campaign to recruit tribal households interested in becoming a foster family. Over the course of the project timeframe, one family completed all necessary trainings to become a state-licensed foster home. However, 16 families utilized the extended family placement option during the project timeframe, and welcomed 33 Indian foster children into their homes. To hasten the placement process, staff collaborated with Indian Child Social Services to conduct background checks of the foster families.

OUTCOMES AND COMMUNITY IMPACT

Due to the efforts of SIHC staff and their partners, 33 Native American youth were placed in safe, stable and comfortable homes that help them maintain their cultural identity. Project staff also organized activities for foster families to enjoy together and strengthen bonds, which included after-school tutoring sessions and family field trips. Elders from the constituent tribes participated in a foster child mentoring program to ensure the youth maintained their cultural values and identity.

Due to the advocacy of SIHC staff on behalf of its constituents, San Diego County relaxed its certification standards for Native

American foster homes, such as the need for a fenced yard. SIHC staff also shortened the certification timeframe for foster families through their assistance in conducting background checks, home inspections, and tribal enrollment verification. Finally, staff offered a series of workshops to educate and support new foster families, including parenting classes, car seat safety training, CPR classes, and fire safety training.

SIHC now acts as a liaison between the County and the seven constituent tribes to ensure the proper placement of Native youth into Native homes. The mutual collaboration has resulted in better access to, and understanding of, county services for tribal members faced with the possibility of losing their children to non-tribal foster placements. To ensure all components of the project continue, SIHC has incorporated the foster care program into its social services programs and will continue its collaboration with Child Protective Services and Indian Child Social Services.

TRIBAL ECONOMIC AND SOCIAL SOLUTIONS AGENCY, INC.



Project Title:	Social Development Project to Create an Indian Foster Family Agency
Award Amount:	\$534,850
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2006 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 1 Native American consultant hired
- 3 elders involved
- 50 youth involved
- \$14,500 in resources leveraged
- 33 individuals trained
- 11 partnerships formed

BACKGROUND

Tribal Economic and Social Solutions Agency, Inc. (TESSA) is a native nonprofit organization founded in 2005 to provide social and economic services to northern California tribes and urban American Indians and Alaska Natives residing in the area. TESSA serves a ten-county area, within a two-hour radius of Sacramento, California.

The region currently lacks native family services and foster care agencies. Native families also encounter challenges from the state and local departments of social services to reunite Indian foster children with their

families, expose them to their native culture or otherwise assist the foster children to realize the support of their native communities.

PURPOSE AND OBJECTIVES

The purpose of this project was to establish a licensed Indian foster family agency and certify native foster homes to serve TESSA’s target population.

The project’s first objective established a licensed foster agency and hired necessary staff. Additionally, in the first year the project staff sought to certify eight foster families and homes. The lengthy process of meeting state regulations and requirements resulted in a delay in the licensing of the foster agency. Consequently, the agency could not begin recruiting parents and families until June 2007. Despite this setback, the agency certified seven foster families and placed three children in homes during the first project year.

The project’s second objective was to conduct team building and cultural awareness training for the agency social workers to improve service delivery and

consistency. Trainings included first aid, CPR, knowledge of federal foster care regulations and Indian Child Welfare Act (ICWA) reporting procedures. While the trainings did not focus on team-building, participants benefited from the increased familiarity with state and federal foster care requirements. Project staff also developed a family reunification training which increased the participants' cultural awareness regarding native foster families and assisted in reuniting four families. TESSA made these trainings available to the public, which resulted in community members, including foster families and their children, participating throughout the project.

The project's third objective was to build an inter-tribal coalition to develop agreements with local tribes to create placement procedures in compliance with ICWA. Project staff conducted placement protocol training with fourteen tribal leaders to increase their tribes' involvement in foster care issues. By the project's end, staff succeeded in building relationships with nine tribes and developed two tribe-specific placement protocols.

OUTCOMES AND COMMUNITY IMPACT

By establishing a native foster agency, TESSA increased tribes' participation in the foster care system. As a result, tribes have more faith in the process because the organization serves as an intermediary between tribes and their counties. Increased support from tribal governments also filtered down to tribal members, and resulted in a rise in native foster family applications.

The foster care agency provides increased stability for American Indian foster children. Since they are placed with native foster families, the children maintain their connection to their culture and involvement in the native community.

Native families also experience heightened family cohesion when foster children are placed with extended family members. Project staff stated that parents and families take comfort in knowing TESSA places children with native foster families.

At the end of the project's timeframe, TESSA plans to expand and enhance the foster care agency's benefits and services by hosting retreats and coordinating cultural activities for foster families.

"The project has given the children a sense of identity."

Erika Peasley, Executive Director

GUAM COMMUNITY COLLEGE



Project Title:	The Protehi I Lengguähèn Chamorro Project
Award Amount:	\$148,106
Type of Grant:	Language
Project Period:	Sept. 2007 – Dec. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 6 Native American consultants hired
- 10 elders involved
- 22 youth involved
- \$38,108 in resources leveraged
- 4 individuals trained
- 14 partnerships formed
- 16 adults increased their ability to speak a native language

BACKGROUND

In 1946, 98% of Guam's population was Chamorro. Currently, 37% of Guam's 177,000 inhabitants are Chamorro. Though English and Chamorro are both official languages of the island, Chamorro is rarely written or spoken in the public sphere, and less than one-fifth of Guam's people speak the language at home.

To determine the extent the Chamorro people wished to preserve their language and ensure its continuing vitality, Guam Community College (GCC), a multi-cultural, multi-ethnic vocational-technical institution founded in 1977, conducted an

assessment survey in 2007. In the survey, 96% of the 566 Chamorro respondents indicated "it is important to preserve the Chamorro language" and 86% wanted to "learn to speak the Chamorro language."

PURPOSE AND OBJECTIVES

The purpose of the project was to promote the use and preservation of the Chamorro language through the creation of various Chamorro media products, such as CDs, DVDs, music and books. This project focused on the first stage of product development by planning for the overall design of the media products and by creating scripts in the Chamorro language for the DVDs and CDs.

The project's first objective was to establish the project office, hire project staff and scriptwriters, and recruit 10 elders and 22 native youth to provide input on the design of the materials. The office, called the Protehi I Lengguähèn Chamorro Office, was set up within the first quarter. Project staff hired four scriptwriters and a linguist/narrator and conducted interviews with 22 youth and 10 elders to record their experiences within the traditional Chamorro culture.

The project’s second objective was to write four Chamorro scripts under four topics about Chamorro culture and language, thus creating a total of sixteen scripts. The four topics were Guam’s History and Word Origins, Legends, Environment, and Plants and Foods for Medicine and Cooking. Some examples of the scripts include: I Proa (I Sakman) - About Chamorro Canoes and Seafaring Vessels; the Chamorro Creation Story; The Ocean, Land, Heavens, and Moon - How it is Embraced and Lived through the Ancient Chamorro Experience; and Tools Used for Preparing Medicines. To complete the scripts, project staff conducted research at the Guam Public Library, collaborated with the language committee, and obtained dated materials relating to the period prior to Chamorro contact with Spain from libraries and bookstores throughout the United States. Staff members completed drafts of all sixteen scripts and submitted them to the Department of Chamorro Affairs for final review.

Due to the delays in initiating activities, the project received a 3-month extension to finish the scriptwriting, editing, and final review processes.

OUTCOMES AND COMMUNITY IMPACT

The native youth who participated in the project discovered more about their history, culture and language and were provided an opportunity to learn about the process of developing language learning materials. Community elders were able to improve their understanding of the Chamorro language. In addition, writing the scripts allowed the elders to share their knowledge of the language and ensure this knowledge was documented for future generations.

Project staff shared that an ancillary benefit of the project was that it provided the community with more information on how

the Chamorro language evolved after the Spanish colonization of Guam.

At the end of the project period, the Protehi I Lengguähèn Chamorro Office staff was researching funding sources to pursue the production of the media products developed under this project.

“The scripts are one step forward in the continued effort to preserve the Chamorro language of the Chamorro people.”

Fermina A. Sablan,
Project Director

HANA COMMUNITY HEALTH CENTER



Project Title:	Sustainable Farm and Workplace Development Program
Award Amount:	\$1,278,109
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 15 jobs created
- 8 youth involved
- \$362,273 in revenue generated
- \$25,000 in resources leveraged
- 10 individuals trained
- 5 partnerships formed

BACKGROUND

Hana Community Health Center, or Hana Health, is a nonprofit organization formed in 1994, and is located on the island of Maui. The mission of Hana Health is to improve the health and wellness of the Native Hawaiian community of Hana. Hana Health is the only medical facility in Hana, and serves about 3,000 residents. Many homes in the Hana area lack electricity and running water. Hana is the fourth poorest community in Hawaii, with 41% of families living below the federal poverty line. Many residents continue to practice a subsistence lifestyle. Hana Health provides prevention-oriented health care, acute and chronic care, urgent care, dental care, and limited laboratory testing and x-ray services to

clients. Recently, Hana Health created Hana Fresh to encourage healthy eating habits within the local population.

PURPOSE AND OBJECTIVES

The purpose of the project was to create a self-sustaining produce farm that provides local employment opportunities to Native Hawaiians. In addition, the project strived to increase healthy eating habits of the local population by increasing the amount of fresh produce consumed in the community.

The project's first objective was to produce 10,000 pounds of fruits and vegetables a month, 50% of which would be consumed in Hana. During the project timeframe, project staff doubled the size of the farm to six acres, installed three greenhouses, and experimented with a variety of crops to meet client demand. Hana Fresh sold 120,757 pounds of produce over the project's three year timeframe, and 41% of produce was sold locally.

The project's second objective was to generate \$400,000 in annual revenue within three years of project funding. To complete the objective, staff created the Hana Fresh logo and packaging material to brand and

publicize the farm’s produce. At the end of the project period, staff secured five steady accounts. Hana Fresh lost some accounts from the island of Oahu due to the high fuel costs in 2007, making the price of Hana Fresh produce non-competitive. In addition, the project experienced challenges related to the cultivation of organic produce and was unable to successfully produce organic tomatoes, which have a high volume sale and price. Overall, the farm collected \$362,273 in revenue during the project timeframe.

The project’s third objective was to create and maintain twelve full-time farm-related jobs and six part-time positions for youth workers. Project staff restricted employment to Hana residents with a history of substance abuse. All workers underwent pre-employment drug screening and were monitored during work hours. Staff also provided a counseling program to all employees. Over the course of the three years, the farm employed thirteen full-time and five part-time workers. The farm steadily employed nine to ten people and had a 40% turnover rate among the farm workers. Despite advertising within the community and local school, project staff was unable to sustain the six part-time youth worker positions.

The project’s final objective was to increase the amount of fresh fruits and vegetables consumed by Native Hawaiians residing in the Hana District by 25% within two years and by 50% in the third year. The implementation of project activities increased local consumption of fruits and vegetables by hosting a local farmer’s market and providing free produce to 400 school children and 95 elders. By the second year of the project, consumption of fresh fruit and vegetables increased 22% among the targeted community. By the third year, consumption increased slightly, but did not reach the 50% threshold

OUTCOMES AND COMMUNITY IMPACT

The implementation of project activities provided a direct and positive impact to farm workers and the Hana community. The farm workers were provided a livable wage complete with a benefits package. The farm employed a variety of people from at-risk backgrounds. One worker leveraged their employment into a job with the County of Maui.

Hana did not have a steady source of affordable fresh produce prior to the project. The Maui community benefited from having a farmer’s market that included fresh and organic produce and locally produced arts and crafts. The market provided local people free space to sell their products, provided they participated in the market each month. The project director stated that the farmer’s market increased the family income levels of the nine local vendors who took advantage of this opportunity. In addition, the farm workers stated that the success of the farm encouraged local residents to create their own backyard gardens.

The Hana Fresh farm is being sustained by funds from Hana Health. The farm continues to cultivate organic produce and employ local residents.

“I’ve seen a total transformation in him since he’s been working here.”

Cheryl Vasconcellos,
Executive Director, in reference to one
of the farm’s workers

HAWAII MAOLI



Project Title:	E Ho'owaiwai i ka Pono - Bring Prosperity Through Righteousness
Award Amount:	\$709,235
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 27 jobs created
- 25 businesses created
- 10 Native American consultants hired
- 21 elders involved
- 31 youth involved
- \$302,300 in resources leveraged
- 450 individuals trained
- 26 partnerships formed

BACKGROUND

Hawaii Maoli was formed in 1997 in Honolulu as the nonprofit arm of the Association of Hawaiian Civic Clubs. Hawaii Maoli facilitates cultural and educational grants that provide a variety of support services to the Association and to the Native Hawaiian community.

PURPOSE AND OBJECTIVES

The purpose of the project was to increase and expand Native Hawaiian businesses and to encourage the use of cultural practices among Native Hawaiians engaged in entrepreneurial activities.

The project's first objective was to develop a survey to determine the business needs of Native Hawaiian entrepreneurs. To complete the objective, project staff contracted with the Native Hawaiian Chamber of Commerce to develop the survey. Staff held focus groups with local Native Hawaiian-owned businesses to pilot survey content and ensure the survey was culturally sensitive.

The project's second objective was to distribute the survey instrument to at least 1,050 Native Hawaiian businesses. Staff utilized the mailing lists from the Association of Hawaiian Civic Clubs and the Native Hawaiian Chamber of Commerce to circulate 1,624 surveys. Of these, 146 businesses returned completed surveys. Project staff then organized and analyzed the data sets, and identified the following barriers to success faced by Native Hawaiian-owned businesses: 1) access to capital, 2) accounting practices, 3) knowledge of taxes, and 4) marketing. From these findings, staff planned to create an action plan to develop a training program that directly addressed these challenges. Staff developed a logical framework model

for the training program that included quantitative benchmarks and expected long-term outcomes, but created the model in the project's third year. The logical framework model therefore served to summarize project implementation activities instead of being utilized as a program planning tool.

The project's third objective was to hold a business conference for 300 Native Hawaiian businesses and entrepreneurs. Instead of staging an independent conference, Hawaii Maoli co-chaired the annual business convention presented by the Office of Hawaiian Affairs. Due to this situation, Hawaii Maoli did not control the evaluation portion of the conference, thereby limiting the project staff's access to participant feedback on the effectiveness of the workshops presented.

The project's fourth objective was to provide culturally sensitive business education and training to Native Hawaiian job seekers, businesses, and entrepreneurs. Hawaii Maoli staff originally envisioned that all activities would be implemented at the Prince Kuhio Community Center in Kapolei, which was scheduled to complete construction in 2007. Funding issues delayed the completion of the Center, and the facility was not completed within this project's timeframe. Hawaii Maoli instead received in-kind office and classroom space from the Waianae Coast Coalition. To complete the objective, project staff contracted with Empower Oahu to offer workshops on small and micro-business development. Overall, 450 people completed a workshop, which covered topics such as cash management, creating a budget, writing a business plan, and understanding taxes. Project staff did not offer the planned job skills, tourism-based business development, or business expansion trainings.

OUTCOMES AND COMMUNITY IMPACT

Workshop participants increased their knowledge on a broad range of financial topics, including cash management, budgets, marketing, accessing capital and creating a business plan. With this knowledge, 25 Native Hawaiians created a business during the project timeframe, which included t-shirt screening, purse-making, catering, and housecleaning businesses. Of particular importance, six of these businesses were created by homeless shelter residents on the Waianae coast. In all six cases, the once homeless families were able to move out of the shelter and into homes.

The Kapolei Community Center is slated to complete construction in 2009, and Hawaii Maoli staff plan to continue offering business trainings for a fee in the Center's classroom space. Staff will also utilize classroom space to offer internet and copier services, as well as financial advice, to workshop participants. Finally, due to the efforts of this project, Hawaii Maoli secured a \$20,000 grant from the Office of Hawaiian Affairs to develop a Native Hawaiian Business Directory.

INSTITUTE FOR NATIVE PACIFIC EDUCATION AND CULTURE



Project Title:	Ka Lama Education Academy
Award Amount:	\$525,176
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 4 Native American consultants hired
- 25 youth involved
- \$917,676 in resources leveraged
- 2 individuals trained
- 14 partnerships formed

BACKGROUND

The Institute for Native Pacific Education and Culture (INPEACE) was established as a nonprofit organization in 1994 in Waianae, Hawaii. INPEACE offers a wide range of programs to improve the quality of life for Native Hawaiians. One such program, Ka Lama Academy, recruits residents of the Waianae area to seek opportunities in the education field and then provides support services to assist recruits in becoming certified teachers. The efforts of Ka Lama Academy are based on two historical trends: The Waianae education system experiences a 20% teacher turnover rate each year, and only 10% of teachers are Native Hawaiian while 27% of students are Native Hawaiian.

PURPOSE AND OBJECTIVES

The purpose of the project was to recruit, retain, and provide support services to residents of the Waianae community to pursue teaching positions in order to develop a stable core of Waianae-based teachers.

The project's first objective was to recruit and retain twenty local high school students to enroll in an introductory education course at Leeward Community College. Staff formed a partnership with Waianae High School to recruit interested seniors to attend the after-school course. The class met once a week for three hours for a full academic semester. Course content covered basic education topics in an effort to interest the students to pursue a teaching career. Sixteen students passed the course and received three college credits for their efforts.

The project's second objective was to recruit and retain 25 local individuals to enroll in an Associate of Arts degree program at Leeward Community College. To complete the objective, Ka Lama Academy staff operated a recruitment office on Leeward Community College's campus. Staff estimated they made contact with 500 individuals during their recruitment efforts. As much of the target community qualified

as non-traditional students (defined by staff as students not entering college directly from high school), staff aimed to reduce attrition by offering a variety of support services, including one-on-one consultations on how to complete an enrollment application. At the end of the project timeframe, 26 students had graduated with an Associate of Arts degree from Leeward Community College and 34 additional students were making progress towards an Associate of Arts degree.

The project's third objective was to recruit fifteen Waianae-based students enrolled in an Associate of Arts degree program to enter a teacher certification program upon graduation. To achieve the objective, staff continued to offer counseling and support services, including the provision of refresher courses to prepare students for the Praxis exam, the test required by the State of Hawaii to enter a teacher education program. At the conclusion of the project timeframe, sixteen students had completed an Associate of Arts degree, passed the Praxis exam, and received admission to an accredited teacher education program.

OUTCOMES AND COMMUNITY IMPACT

The Ka Lama Academy has created a continuum of supportive services for Waianae-based students interested in pursuing teaching careers. Project staff offered individualized recruitment, counseling, retention, and test preparation plans to each student. This support, along with the necessary dedication of each student, provided an opportunity for interested students in Waianae to pursue higher education and a professional career. Furthermore, through the various partnerships created during project implementation, Ka Lama Academy staff connected recruits not willing to commit to a teaching career to alternative programs that

better fit their interests, such as health or agriculture programs.

For the Waianae community, the project's cohort of participating students will serve to decrease teacher transience and reduce reliance on non-local teacher placements. These future teachers will have a strong connection to local students and provide role models for Waianae youth. Mr. Cato, a former Ka Lama student and current teacher in the Waianae School District, stated, "I provide consistency to my students and stability to my community." Miss Vai, also a former Ka Lama student and current teacher in the Waianae School District, shared, "If Waianae did not have the Ka Lama Academy, its students would be without role models. Our youth need to see successful people that come from their community."

To continue their recruitment and retention efforts, Ka Lama Academy staff will continue to operate their campus office with funds from the Office of Hawaiian Affairs and Leeward Community College. To expand their student support services, Ka Lama Academy staff signed a Memorandum of Agreement with Kamehameha Schools, whose teachers will provide mentoring to Ka Lama's students.

KHM INTERNATIONAL



Project Title:	Molokai Reef Fish Restoration Project
Award Amount:	\$671,149
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2004 – March 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 6 Native American consultants hired
- 100 elders involved
- 2,000 youth involved
- \$80,530 in resources leveraged
- 4 individuals trained
- 18 partnerships formed

BACKGROUND

Ka Honua Momona (KHM) International is a recently formed nonprofit organization located on the Hawaiian island of Molokai. Prior to contact with the western world, the Hawaiian people practiced aquaculture through the development of fishponds, of which the remnants of approximately 80 can still be seen on Molokai's southern shore. The fishponds consisted of rock walls that allowed sea water to ebb and flow into the ponds, and a gate that would help circulate seawater and allow small fish in. Once in the fishpond, fish would eat and grow too large to swim back through the gate. The construction of the fishponds allowed Native Hawaiians to harvest fish within a semi-confined area. The mission of KHM is to

work with the Molokai community to restore these fishponds and find solutions to the island's natural resource challenges.

PURPOSE AND OBJECTIVES

The purpose of the project was to restore Hawaiian fishponds, educate the community about natural resource management, and stem the decline of the native Hawaiian reef fish population.

The project's first objective was to raise native Hawaiian fish, such as mullet, moi, kahala, awa, and ulua, in fishponds. To complete the objective, KHM hired a project director and entered into a contract agreement to utilize an existing fishpond and fish nursery. Project staff soon encountered challenges in the permit procurement process to operate the fishpond, and decided to pursue the use of two different fishponds during the project's second year. The alternative ponds, Kalokoeli and Alii fishponds, were overgrown with mangrove, causing additional delays while project staff, in collaboration with volunteers from Americorps and the local community, removed the excess growth. During the project's third year, KHM staff were able to raise a variety of fish species in the Kalokoeli and Alii fishponds.

The project's second objective was to release native fish to the reef in order to increase species population and to sell native fish to gain revenue and sustain project activities past the funding timeframe. Due to project delays, project staff did not sell any native fish during the project timeframe. In the final two years of the project, staff tagged a small portion of fish and released them to a reef environment on the Molokai coast.

The project's third objective was to create and implement a native Hawaiian fish and fishpond education program. KHM collaborated with the Hawaiian Learning Center to develop a curriculum entitled "Kahea Loko" or "the call of the pond". Project staff recruited teachers to conduct on-site learning experiences for students and interested community members. KHM staff and volunteer teachers held monthly community fishpond cleaning days and educational workshops at the Kalokoeli and Alii fishponds. KHM has also partnered with the local Ho'omana Hou High School and Kualapu'u Elementary School which utilized portions of the Kahea Loko curriculum in their chemistry and biology classes. KHM staff also presented as guest classroom speakers and provided guided tours of the fishponds to students.

OUTCOMES AND COMMUNITY IMPACT

The implementation of project activities benefited a wide variety of groups, including youth and elders in the Native Hawaiian and non-native communities. The Kahea Loko program educated almost 3,000 people on the history and practice of Hawaiian aquaculture and emphasized marine environment conservation and preservation. The fishponds became a symbol of cultural pride for the community.

Project staff began the process of revitalizing the native Hawaiian fish population on the Molokai coast. Staff also

created a solid volunteer base, which will continue to contribute to the growth of the program. Staff secured two grants that allow KHM to continue to maintain the fishponds and raise fish. Finally, staff shared that they will soon be able to commence sales of mature fish in order to sustain the project into the future.

"The fish pond is more than looking at fish. It is sustainability of the people of the community. It is us making a difference."

Herbert Hoe,
Kapuna (Hawaiian Elder)

MA KA HANA KA 'IKE



Project Title:	Backhoe Training (Newly Developed Heavy Equipment Training Program)
Award Amount:	\$75,662
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 17 elders involved
- 21 youth involved
- \$5,200 in resources leveraged
- 21 individuals trained
- 4 partnerships formed

BACKGROUND

The Ma Ka Hana Ka `Ike Building Program, a nonprofit organization founded in 2000, is a hands-on learning program for high school students, including many at-risk youth, in Hana, Maui. The program, which had 53 students in 2007, allows youth to apply concepts in math and science to real-life situations in construction and repair work, giving them confidence and marketable skills.

Ma Ka Hana Ka `Ike teaches the value of “kokua,” or helping others. In this spirit, program youth have built and renovated various community and school facilities; rebuilt homes for fire victims; erected handicap access ramps and cottages for

seniors; and constructed many other buildings benefiting members of the community.

PURPOSE AND OBJECTIVES

The purpose of the project was to provide positive learning experiences and on-the-job training in construction skills for at-risk high school youth in the Hana community.

The project’s first objective was to purchase a backhoe and accompanying attachments for use in the organization’s heavy equipment program. The project director completed the necessary research and purchased the equipment during the first two months of the project. The dealer who sold the backhoe to the organization provided free delivery of the backhoe and volunteered his time to train the students.

The project’s second objective was to teach the students in the heavy equipment building program how to operate and maintain the backhoe. Project staff originally intended to have community members provide the training. However, difficulties in coordinating schedules caused some challenges. In response, the project staff

hired a skilled local backhoe operator to train the students. The training started early in the second month and by the end of the project the trainer had conducted 160 sessions for 21 students on safe equipment operation, backhoe operation and maintenance.

After completion of the training, staff at the elder and family resource centers identified community projects for the students to hone their newly acquired skills. These 22 projects included clearing land for gardening, creating drainage canals and driveways, and building cottages and handicapped walkways.

OUTCOMES AND COMMUNITY IMPACT

The impact of the project on the community exceeded the expectations of Ma Ka Hana Ka 'Ike. The project staff did not anticipate that clearing the land for backyard gardens would become the most requested project. The project director shared that the backyard gardens filled with fruits and vegetables were improving the health of some community members and elders. The school principal stated that the backhoe training helped to keep the 21 students actively engaged in school and provided a good base for their future. One student from the program is now employed full time in the construction industry and is studying for his general contractor license.

By purchasing the backhoe and undertaking these community projects, the community experienced the value of "kokua" (helping others). The project director believed the most important impact of the project was the sense of pride it instilled in the youth. The youth fulfilled a community need by undertaking the projects, and consequently became a needed presence in their community.

The Ma Ka Hana Ka 'Ike Building program will be sustained through private and state

funding and youth will continue to undertake projects using the backhoe in their community.

"Because of this project, kids have a chance to feel needed by the community. For a 16-year-old, that is huge."

Rick Rutiz, Executive Director

PASIFIKA FOUNDATION HAWAI'I



Project Title:	Community-Based Host/Visitor Project: Phase II Community Asset Survey and GIS Map
Award Amount:	\$118,464
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- 116 elders involved
- 52 youth involved
- \$38,845 in resources leveraged
- 10 partnerships formed

BACKGROUND

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

Since 2005, the Pasifika Foundation Hawai'i (PFH) has worked to redress this situation by providing Native Hawaiians access to, participation in, and community control over a portion of the tourism industry. In this

project's first phase, funded by the Hawai'i Tourism Authority (HTA), PFH worked with Native Hawaiian community representatives to establish a strategic model known as the Community-Based Host-Visitor (CBHV) to convert tourism from a process aimed at serving the visitors' needs to one that is mutually beneficial for both host and guest.

PURPOSE AND OBJECTIVES

As the second phase of the CBHV, the purpose of the project was to lay the foundation for a community-based tourism program that is built upon Native Hawaiians' cultural, traditional and community values.

The project's first objective was to structure the data design and collection process. To complete the objective, project staff drafted an information collection framework detailing entities to inventory and data fields to collect. Two specific data sets were developed: one for existing community-based host-visitor sites and one for potential community-based host-visitor sites. PFH hired two data collection team members to conduct the community inventories.

The project's second objective was to collect data on existing and potential Native Hawaiian community based host activities over a 28-week period. Originally envisioned to be large community meetings, elders and board members advised project staff to follow cultural protocols and hold one-on-one meetings with community leaders. The implementation of such meetings proved to be beneficial for several reasons. The community leaders acted as gatekeepers to the community; once they understood the project's intent, community leaders were very forthcoming with additional information regarding potential partners and local tourism initiatives. Additionally, the relationships formed through one-on-one meetings laid the groundwork for continued partnerships throughout future phases of the CBHV.

The project's third objective was to incorporate the information gleaned from one-on-one meetings into an information system including a database and series of GIS maps. Project staff produced a relational database consisting of the following categories: addresses, organizations, people, sites, and initiatives. PFH drafted a full project report with associated maps and graphics. At least fifteen Native Hawaiian communities expressed an interest and demonstrated the potential to develop a CBHV project. In addition, the data collection team identified approximately 85 existing and potential host persons and organizations, 73 potential and existing project partners, 64 canoe clubs, 41 Hawaiian Civic Clubs, 156 Hula Halau, 16 Hawaiian Charter Schools, and 62 traditional artists which promise to provide mutually beneficial CBHV opportunities.

OUTCOMES AND COMMUNITY IMPACT

The project was a critical element of PFH's ongoing CBHV program. In order to build a viable and sustainable CBHV program, it

was first necessary to identify existing and potential hosts. Project staff created a structure of key community partnerships that will continue to be utilized in future implementation phases of the CBHV.

Engaging community leaders through one-on-one meetings brought a sense of empowerment as this segment of the population has not previously been consulted on tourism endeavors. Together, project staff and community leaders developed a new discourse outlining the positive possibilities of host-based tourism.

Finally, the CBHV concept serves as a replicable model for indigenous communities worldwide interested in fostering a mutually beneficial community-based host-visitor program.

"People come here to engage in the Hawaiian culture and community, and almost every time, they leave without an Hawaiian experience."

Clarence Ching,
Board Member

INETNON ĀMOT NATIBU/AMMWELIL SAFEYAL FALUWASCH



Project Title:	Enhancement of Cultural Self-Sufficiency through Revitalization of Traditional Healing
Award Amount:	\$157,327
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Dec. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 1 Native American consultant hired
- 112 elders involved
- 10 youth involved
- \$50,660 in resources leveraged
- 1 individual trained
- 16 partnerships formed
- 1 product developed

BACKGROUND

The Commonwealth of the Northern Mariana Islands (CNMI) is comprised of fourteen islands with a total land area of 184.25 square miles. Once comprised primarily of indigenous Chamorros and Carolinians, the majority of the CNMI’s population (56%) is now of Asian ancestry. The recent wave of migration and influence from Asia has posed social and cultural challenges to indigenous knowledge systems and practice. In response, myriad indigenous organizations have made efforts to preserve traditional ways.

The Inetnon Āmot Natibu/Ammwelil Safeyal Faluwasch (IĀN/ASF) is a nonprofit organization formed in 2007 that advocates, recognizes, and supports traditional healers in the Northern Marianas; helps protect habitats of medicinal plants; documents the healing tradition in vernacular languages; and publishes educational materials in print and electronic formats. Based on the island of Saipan, the organization also serves the less populated islands of Tinian and Rota.

PURPOSE AND OBJECTIVES

The purpose of this project was to help revive and sustain the tradition, knowledge, and practice of traditional healing in CNMI.

The project’s first objective was to provide the community with a comprehensive tri-lingual directory (English and Chamorro and Carolinian) of indigenous traditional healers in the CNMI. The 700-page directory was designed to recognize traditional healers and allow them to share a portion of their knowledge and practice with the community. The healers’ participation in the directory was voluntary, and some healers were reluctant to share practices due to what they perceived as the spiritual nature

of their knowledge. Project staff worked with the healers to copyright the information in the directory to ensure the ownership of the knowledge remained with the healers. A total of 112 traditional healers agreed to be in the directory.

The project’s second objective was to convene two community events on traditional healing and practices. The community events, titled traditional healing symposiums, were held on the islands of Tinian and Saipan and included presentations on the indigenous medicinal plants by healers and experts from the CNMI Department of Land and Natural Resources. A total of 45 people attended the Tinian symposium and 77 people attended the symposium on Saipan. In addition to the symposiums, IÅN/ASF disseminated information of this project to 13,909 people through the local media and by giving presentations at the schools, village meetings, and cultural events.

OUTCOMES AND COMMUNITY IMPACT

The directory of traditional healers is the first of its kind on CNMI. The creation of the directory allowed traditional healers to improve their knowledge of cultural practices and promote the conservation of many indigenous plants.

Some traditional healers expressed that as this directory was created, they became aware of other healers on the islands of CNMI. This networking of healers improved the knowledge of the medicinal plants in the CNMI and helped to sustain and expand the Chamorro and Carolinian traditional healing practices. Project staff stated that because of the symposiums and extensive outreach, some community members are preserving the indigenous medicinal plants previously thought of as just weeds.

Staff distributed the directory to the schools and libraries of the CNMI, and the CNMI government, as well as to all the healers and others that participated in the project. Many of the activities of IÅN/ASF will be sustained through sales of the directory.

“Without the revitalization of our traditional healing practices, this is our cultural end.”

Liz Rechebei,
IÅN/ASF Board Member

GRAND TRAVERSE BAND OF OTTAWA AND CHIPPEWA INDIANS



Project Title:	Language Preservation Project
Award Amount:	\$88,318
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 7 elders involved
- \$550 in resources leveraged
- 3 partnerships formed

BACKGROUND

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

The Ottawa and Chippewa people traditionally have spoken the Anishinaabe language, also called Anishinaabemowin. Since 1990, a four-person staff has run the Anishinaabemowin Language Program in an effort to preserve and revitalize the language. Weekly classes are held at tribal Head Start and two local high schools, and monthly classes are held in four tribal buildings. In 2005, the Tribe conducted a language survey within their community and

discovered only five fluent speakers remained.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop curriculum to expand and enhance the Tribe’s existing Anishinaabemowin language program.

The project’s first objective was to develop a Head Start curriculum and modify the Tribe’s current language curriculum so that all students, regardless of age and geographic location, are progressing at the same level. To complete the objective, the Tribe contracted with a consultant from Bemidji State University fluent in the Anishinaabe language. The consultant developed a language module for the Tribe’s Head Start program and a module for kindergarten through 12th grade students. Each module contained a variety of language resources, including information and guidelines on proficiency goals, theme areas, teaching objectives and grade-appropriate vocabulary. From these modules, project staff created a series of lesson plans appropriate for a variety of fluency levels and age groups. Staff developed 24 Head Start lesson plans, 16 lesson plans appropriate for elementary and middle school classes, 24 family language

lessons with family-friendly activities, and 48 language lessons for adult learners. Each set of lessons includes a CD to reinforce content and to provide an alternative and interactive learning tool. To ensure the lessons were culturally appropriate and acceptable, project staff included seven tribal elders in the final review of the language modules and lesson plans.

OUTCOMES AND COMMUNITY IMPACT

Project staff created curricula for a variety of age groups and fluency levels to pursue language learning. A solid foundation of language resources now exists to expand and enhance tribal efforts in the preservation, revitalization and perpetuation of the Anishinaabe language within the Grand Traverse community.

Additionally, leadership officials from the local Suttons Bay High School approached the Tribe during project implementation with an interest in offering daily Anishinaabe language classes for credit. With the curriculum completed and ready for use, the school and Tribe agreed to advertise a vacancy for an Anishinaabemowin teacher. At the end of the project timeframe, an arrangement was in place in which the district will pay the teacher's benefits and the Tribe will pay the salary. This development further broadens and deepens the tribal community's efforts to revitalize and perpetuate the Anishinaabe language.

HANNAHVILLE INDIAN COMMUNITY



Project Title:	Workforce Development Project
Award Amount:	\$752,819
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 29 jobs created
- 5 businesses created
- 38 elders involved
- 68 youth involved
- \$23,088 in resources leveraged
- 73 individuals trained
- 12 partnerships formed

BACKGROUND

The Hannahville Indian Community is a federally recognized tribe residing in Michigan's Upper Peninsula approximately fifteen miles west of Escanaba. The Tribe has 755 enrolled members, 483 of whom reside on the 5,800-acre reservation. Approximately 100 additional members live nearby and 90 tribal member descendents live either on the reservation or in the surrounding area.

The tribe operates a gaming enterprise that has made a positive economic impact on the reservation community. Despite this significant employment source, unemployment on the reservation is still 40%. The community is not suffering from

a lack of jobs, but rather a lack of qualified individuals to fill them.

In 1995 the Hannahville Indian Community received funding from the Department of Education to develop a tribal vocational rehabilitation program. This project, VISIONS, serves approximately 100 people every year, but is limited to serving only members of federally recognized tribes who are unemployed and who have employment impacting disabilities. Therefore, no resources are available for tribal descendents, those without disabilities, and underemployed individuals.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop and implement a workforce development program to address the unemployment and underemployment of tribal members and descendents with vocational assessment, career planning, and training in select skill development programs.

The project's first objective was to identify the number and types of positions needed for tribal economic development and program expansion for each of the three project years. Project staff formed an advisory committee consisting of tribal

department employees, members of Project VISIONS and school staff to assist in this process. The project director developed a binder including descriptions of all available jobs and tribal departments. Additionally, project staff used the DataOps tribal vocational rehabilitation software to record information on individual clients and track their employment status.

Objective two focused on identifying unemployed and underemployed tribal members and descendants to assess their vocational skill level, potential and interests. The final stage of the assessment allowed participants to create an individual career development plan (ICDP), to use as a blueprint for their future career paths. The project enrolled approximately 175 tribal members and descendants in the program over the three-year period. Participants worked with a counselor in developing short and long-range career goals.

Objective three was to develop project participants' marketable work skills in the following areas: 1) vocational assessment; 2) job specific skills; 3) social and interpersonal skills; 4) job seeking, job placement and career development; 5) career advancement; and 6) follow-along support services. The project provided tuition for classes and training costs for participants to increase their job skills and qualify for employment. Examples of training included cosmetology classes, heavy equipment training, truck driving school, certified nursing courses and casino machinery operation. The Hannahville Employment and Training Services (HEAT) program also offered classes to program participants.

Objective four focused on conducting an evaluation of the project to assess its effectiveness and efficiency. At the close of the first year, project staff distributed a feedback survey, the results of which indicated a desire for the program to be

more culturally appropriate. Project staff therefore planned additional cultural activities such as water ceremonies and talking circles. During the third project year, staff focused on lessons learned from the previous years and expanded the workforce development program.

The project staff initially found it difficult to develop a rapport with the community and build support for the program, but overcame this challenge by increasing face-to-face time with participants and promoting success stories.

OUTCOMES AND COMMUNITY IMPACT

This project provided participants with knowledge for both the short and long-term. The counselor sessions increased hope for the future and bolstered self-confidence. The project coordinator, Pete Dishaw expressed, "People learned they can do it, that they are capable."

The project also provided new opportunities for tribal descendants and underemployed tribal members, as they had previously been excluded from job creation projects on the reservation.

Employers benefit from an increasingly skilled workforce. There are now more qualified individuals to fill positions, increasing productivity. The project also helps non-native employers overcome stigmas concerning hiring Native Americans.

Overall, this project and its continuation through tribal funds and grant money will reduce the 40% unemployment rate on the reservation and will provide increased upward mobility for residents.

LITTLE TRAVERSE BAY BAND OF ODAWA INDIANS



Project Title:	Waganakising Odawamowin Project
Award Amount:	\$437,148
Type of Grant:	Language
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 23 elders involved
- 42 youth involved
- \$19,560 in resources leveraged
- 6 individuals trained
- 14 partnerships formed
- 268 native language classes held
- 42 youth increased their ability to speak a native language
- 5 adults increased their ability to speak a native language

BACKGROUND

The Little Traverse Bay Band of Odawa Indians was federally recognized in 1994 and is located in the northwest region of Michigan’s lower peninsula. The Tribe counts approximately 4,000 enrolled tribal members, of which 900 live within the reservation area.

The Odawa people traditionally have spoken Odawamowin, a language within the Anishinaabe language family. Since 2003, one staff person has run the Odawamowin Language Program in an effort to preserve and revitalize the language. In 2004, the

Tribe conducted a language survey within their community and discovered that only nine fluent speakers remained and 50% of tribal members speak no Odawamowin at all.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop and implement a language curriculum to preserve and revitalize Odawamowin for the Tribe’s present and future generations.

The project’s first objective was to create an Odawamowin curriculum for the effective teaching and learning of the Odawa language. To complete the objective, the Tribe hired a curriculum developer and a fluent Odawamowin speaker. In collaboration with the Odawa Language Program director, the team created a beginning level Odawamowin curriculum suitable for use with all age groups. Project staff ensured the curriculum followed the standards of the American Council on the Teaching of Foreign Languages and the Michigan Department of Education to allow for the future expansion of the Tribe’s language revitalization efforts.

The project’s second objective was to have a minimum of 85 tribal community members attend a minimum of five Odawamowin

classes and increase their knowledge of the Odawa language. At the commencement of project implementation, the principal from the local Harbor Springs High School approached the Tribe to discuss offering daily Odawamowin classes for credit. The Tribe and the high school reached an agreement, and fifteen students enrolled in the course. The class utilized the curriculum developed under the project's first objective, and met 5 days a week for 70-minute classes. Twelve students completed the course. Additionally, project staff presented portions of the curriculum to 5 students at the local middle school, 22 students at the Tribe's Head Start program, and 8 students at the recently launched tribal community classes.

The project's third objective was to create Odawamowin language learning, teaching and preservation resources by videotaping 50 interviews of elder fluent speakers. To complete the objective, project staff received videography and video editing training. Due to historical trauma, many of the Tribe's elders were reluctant to speak their language, and staff worked to build a relationship of trust. Eight elders shared their knowledge, stories, and wisdom with staff interviewers. These recordings preserved the spoken Odawamowin language for future generations, but also served as a language revitalization resource. Staff edited the language recordings into short scenes to complement the completed Odawamowin curriculum. Staff also provided MP3 players pre-loaded with portions of the elder recordings in an effort to move language learning outside of the classroom environment.

OUTCOMES AND COMMUNITY IMPACT

The Little Traverse Bay Band of Odawa Indians now possesses a language curriculum that fits the learning needs of the tribal community. Fluent elders shared their

language skills with project staff, which served to enrich the lesson plans of the curriculum. These activities served to reinforce the elders' traditional positions as holders of knowledge and wisdom within the Odawa tribal community.

Harbor Springs High School provided the Tribe with a unique opportunity to implement the completed curriculum, and the school became the first in Michigan to offer a Native American language class for credit. The implementation of this curriculum, along with Head Start classes and the recently developed tribal community classes, led to 47 community members increasing their ability to speak Odawamowin.

To ensure the continuation of project activities, Harbor Springs High School and the Tribe reached an agreement to offer Odawamowin classes for the 2008-2009 academic year. Project staff has also begun discussions with the school and the state to begin the certification process for the Tribe's Odawamowin teacher. Finally, at the conclusion of the project timeframe, staff was organizing a funding application to the Institute of Museum and Library Services to continue the development of multimedia language resources.

AMERICAN INDIAN ECONOMIC DEVELOPMENT FUND



Project Title:	Phase II Expansion of American Indian Entrepreneur Training and Small Business Development Services
Award Amount:	\$302,500
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 8 businesses created
- 1 Native American consultant hired
- 6 elders involved
- \$256,263 in resources leveraged
- 90 individuals trained
- 98 partnerships formed

BACKGROUND

The American Indian Economic Development Fund (AIEDF) was established in 1992 as a regional nonprofit organization located in St. Paul, Minnesota. AIEDF provides revitalization to American Indian families and communities by assisting native entrepreneurs (Indianpreneurs) and small businesses to develop and expand successful community-based small businesses. AIEDF provides culturally relevant training, one-on-one business development assistance to small business owners, gap-funding in the form of loans, and support during the loan process.

Native Americans have a low small business ownership rate compared to other ethnic groups, and the average unemployment rate on reservations in the region is 23%, much higher than the national average. Barriers to owning a business include a lack of collateral, poor communication from the financial community, and rigid banking rules often unfavorable to Native Americans. The demand for AIEDF's services has more than doubled in the past two years with the introduction of the new culturally relevant curriculum and the availability of additional loan funds, therefore the organization would like to expand its service area.

PURPOSE AND OBJECTIVES

The purpose of the project was to expand AIEDF's service area outside of Minnesota into the five-state area to be able to implement a culturally appropriate training model of business development services. The project replicated the model in Wisconsin, Michigan, North Dakota, South Dakota, and additional areas in Minnesota.

The project's first objective was to facilitate the creation of six businesses by providing training to 100 Indian-preneurs over the course of the 12-month project period. AIEDF conducted training for 85 entrepreneurs in the expanded service area with the exception of South Dakota. Over the course of the project, AIEDF also provided intensive assistance to nineteen start-up businesses, which resulted in the creation of eight new businesses during the project.

The project's second objective was to stabilize and expand at least 25 existing businesses in the extended service area through intensive one-on-one assistance. Businesses in the area were struggling due to the nation's economic downturn, causing challenges for implementing this objective as most owners could not afford any sort of expansion. AIEDF therefore focused on business stabilization, and provided assistance to 21 pre-existing businesses. This took the form of account balancing, loan consolidation, training in accounting software, and tax support.

Objective three was to increase AIEDF's organizational capacity to support the expansion of their service area. AIEDF modified its organizational structure to allow for increased efficiency and a more balanced workload for employees. Project staff developed new policies and procedures for the headquarters office, reassigned client profiles to better fit employees' backgrounds, and redefined staff roles and responsibilities. The organization is also hoping to hire new staff in the upcoming months.

The project experienced a variety of challenges. Project staff was unable to conduct trainings in South Dakota due to recruiting difficulties. The economic downturn and increased fuel costs caused fewer participants to attend the trainings.

Finally, project staff sometimes faced difficulties in working with struggling tribal communities where business development is not the tribal government's top priority.

OUTCOMES AND COMMUNITY IMPACT

Students who participated in the Indian-preneur training gained the skills necessary to start their own businesses, helping them secure their future and achieve their goals. Many participants began training assuming they were not capable of becoming business owners, but gained the confidence needed to pursue their goals.

The project developed 98 partnerships with local businesses and organizations, many of which are non-native owned. This increases awareness in the non-Indian community as to the success of native businesses.

AIEDF expanded its service area during the project, increasing the organization's management capacity. Staff members experience personal gratification when their clients succeed in establishing or expanding native-owned businesses, as the increased economic self-sufficiency will carry over into future generations.

“AIEDF helped, because I wouldn't have had any idea how to approach a bank. AIEDF helped me secure a loan.”

Michael Carney, Business Owner

GREATER MINNEAPOLIS COUNCIL OF CHURCHES



Project Title:	Healthy Native Fathers Project
Award Amount:	\$459,128
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 7 jobs created
- 1 Native American consultant hired
- 4 elders involved
- \$35,157 in resources leveraged
- 7 partnerships formed

BACKGROUND

Established in 1905, the Greater Minneapolis Council of Churches (GMCC) is a nonprofit organization that operates social service programs serving Minnesota families. The Division of Indian Work is a program within the GMCC focused specifically on serving the American Indian population living in the Minneapolis area. The Division provides parenting classes, family counseling, tutoring and cultural activities to urban Indian families.

Native Americans in Minneapolis face numerous challenges to creating strong families. The majority of children grow up in single parent households and 88% of births to American Indians in Minneapolis are to unmarried women. Families often have trouble achieving self-sufficiency,

which is made more difficult by high rates of chemical dependency, domestic violence, unemployment, and lack of education. While a fair amount of services exist for mothers in the community, there is a lack of services for Native fathers.

PURPOSE AND OBJECTIVES

The purpose of the project was to improve the well-being of Native American children by increasing the self-sufficiency of native fathers. The project focused on improving fathers' relationship, parenting, and life skills.

The first objective was to implement off-site programming at high schools and correctional facilities. Project staff originally intended to hold parenthood group sessions at local correctional facilities, but the meetings transformed into support groups for fathers instead. After a few months the focus shifted entirely, and the project staff no longer held the sessions. Project staff did not organize any classes at the local high schools; however the Teen Indian Parents Program developed a Strengthening Family Circles group independent of the project.

The project's second objective focused on holding fathers group meetings and classes at the Division of Indian Work. Staff members aimed to hold seventeen sessions each of the three project years with ten, fifteen, and then twenty participants respectively. On average, twelve meetings occurred each year, with a core group of five fathers attending all sessions. In the first year of the project, meeting discussions focused more on responding to immediate crisis situations. As the meetings progressed in subsequent years, participants spoke more about the general role of fathers in children's lives. The meetings also followed a parenting curriculum that focused on life skills and healthy relationships.

The project's third objective was to organize four family nights and six family outings each year. Family nights began as lecture-style meetings; however project staff found that a setting involving cultural activities and using the talking circle format were better attended. Project staff collaborated with the Goodwill EasterSeals Fathers Project for many of the family outings. Family nights and outings included picnics, canoeing trips, and guest speaker sessions. On average, there were eight family nights and eight family outings each year.

Objective four was to develop pre- and post-tests designed for project participants in order to promote program development and improvement. Project staff contracted consultants to develop the tests, which staff members used to assess participants' skill retention during the fathers group classes. Test results indicated a need for increased job training, sessions on how to navigate the legal system, and GED classes, which project staff addressed in their partnership with the Goodwill EasterSeals Father Project.

The project also included an objective in the third year to establish five new partnerships

in order to provide referrals to clients. At the close of the project, GMCC strengthened partnerships with organizations such as Goodwill EasterSeals, First Nations Recovery Center, American Indian Services, and the American Indian Opportunities Industrialization Center. GMCC formed a total of seven partnerships during the project.

OUTCOMES AND COMMUNITY IMPACT

This project enabled fathers to augment their parenting knowledge through the parenting curriculum, leading to improved relationships with their children. One father mentioned he feels he is an "improved citizen" due to increased cultural knowledge. The project also developed an increased and improved support system for native fathers, and they now have access to more resources.

GMCC increased its capacity to provide more in-house services, reducing the amount of necessary referrals given to clients. The project allowed the organization to grow, and helped solidify its place in the community. The new partnerships also serve as mutually beneficial relationships, as Goodwill EasterSeals also improved its service delivery.

Prior to this project, there were no services available for native fathers in the community. As a result of GMCC's work, fatherhood is becoming a more popular issue for the urban Indian population in Minneapolis. Due to their success, GMCC continues to offer the father's group and family nights.

"More fathers are employed, more are receiving services, and more are learning the culture."

Suzanne Tibbetts Young,
Project Director

RED LAKE BAND OF CHIPPEWA INDIANS



Project Title:	Red Lake Tribal Youth Initiative
Award Amount:	\$449,686
Type of Grant:	Social and Economic Development Strategies
Project Period:	August 2005 – April 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 20 Native American consultants hired
- 400 elders involved
- 1,200 youth involved
- 2,960 individuals trained
- 11 partnerships formed

BACKGROUND

The Red Lake Reservation is located in the northwest corner of Minnesota, approximately 160 miles from the Canadian border. The reservation is 1,259 square miles in total area and most residents live in rural areas. Approximately 90% of Red Lake's entire population is low income, and the school district suffers from a 20% drop-out rate.

Red Lake Reservation is comprised of four communities, namely Red Lake, Redby, Little Rock and Ponemah, each of which has a community center where activities are held for community members, including the tribal youth. There is, however, a significant lack of structured or organized activities for youth currently in existence in Red Lake. The school provides limited activities during

the academic year. The community centers are also in a state of disrepair and require renovations, alterations, and additions.

The above needs, along with the 2005 tragedy that occurred at the Red Lake High School, emphasize the necessity for structured, organized activities and opportunities for the students and youth living in and around the Red Lake Reservation.

PURPOSE AND OBJECTIVES

The purpose of the project was to provide safe, organized, structured and supervised activities and opportunities for the youth in the reservation's four communities. A large portion of the project focused on providing minor renovations to each community center in order to better accommodate youth and community activities.

The project's first objective was to renovate or provide additions to the community centers and gather donated items for use in each center. Each community individually bid out the work and selected a board to oversee the renovations. The work on each community center was completed, and included new kitchen facilities, plumbing and paint. Unfortunately, an anticipated

partnership with a national nonprofit organization to provide in-kind equipment for the centers did not materialize. Consequently, project staff bought equipment from the Tribe and developed a partnership with the Boys and Girls Club of America for any remaining items.

Objective two focused on hiring two school counselors to be placed in the Red Lake middle and high schools to assist students during the school year and to supervise summer youth activities. Project staff hired two wellness counselors at the beginning of the project's second year that provided school and home counseling and worked with youth during the summer months. The counselors proved to be successful in their efforts, as students eagerly took advantage of their services. Both counselors have a tribal cultural background and desire to continue providing counseling services for tribal youth on the reservation.

Objective three sought to provide Community Emergency Response Training (CERT) to high school students. The school board fully supported the training and stated that participants would earn a quarter of a credit towards their graduation requirements. The training occurred during the summer of 2007 and included 120 participants.

Objective four was to recruit and hire eleven youth volunteers through the AmeriCorps Program to provide tutoring assistance to students, develop first responder skills and form volunteer groups to assist the Tribe. Project staff hired the eleven volunteers who then received training in a variety of subjects such as life skills, conflict resolution, tribal history, teambuilding, tutor training, first aid training and first responder training. The first responder training was well attended and became a source of potential employees for the Tribe's EMT program.

OUTCOMES AND COMMUNITY IMPACT

This project provided critical counseling services to youth in the Red Lake community in the aftermath of the tragic shooting that took place on the Reservation in 2005. Over 1,200 youth participated in the project. The project empowered youth by providing them with unique training, skills and counseling. Roxanne May, the AmeriCorps assistant director stated, "This project is healing and mending the spirits of the youth in the community and promoting general wellness." In addition, there is new job potential for high school graduates through the Tribe's EMT program.

The project provided elders with services which increased their independent living skills. Tribal members can now participate in activities to assist the community. The upgraded facilities in the community centers, combined with the new provision of activities and events, promote pride in the Tribe's culture and history, and increase community cohesion.

The Red Lake school system benefited greatly from the project. Teachers are more involved in the community as they now have a greater sense of safety. Many of the teachers are non-native, and now have a greater understanding of the community and its culture. There has also been a decrease in youth suicides on the reservation, indicating the impact of having two counselors on staff. The School administrators are very happy with the service and hope it will continue.

UPPER SIOUX COMMUNITY



Project Title:	Upper Sioux Community Telecommunication Project
Award Amount:	\$180,613
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- \$1,515 in revenue generated
- 1 individual trained
- 6 partnerships formed

BACKGROUND

The Upper Sioux Community (USC), a federally recognized tribe established in 1938, has a current land base of 1,440 acres. The reservation is located near Granite Falls in southwestern Minnesota. The Tribe has approximately 216 members living on the reservation in 54 households and 482 total members.

Currently, there are limited telecommunication services on the reservation due to a lack of infrastructure and limited investments from local service providers. There is not a provider willing to invest in bringing the needed infrastructure for broadband and other technological enhancements to such a remote area. The tribal community therefore suffers from a lack of access to opportunities such as distance learning. Communication between the various tribal government departments is also inefficient.

PURPOSE AND OBJECTIVES

The purpose of the overall five-stage telecommunications project is to establish a tribally owned and operated telecommunications business and to provide improved services to the tribal population.

The objective for the fourth project stage was to connect fiber optic cable to all 54 reservation households and the network operating center, providing the necessary infrastructure for voice, data, and video broadband services. Results and benefits for this objective included establishing connections to the University of Minnesota network and other higher education institutions to provide distance learning opportunities for tribal members.

The building designated to house the network operating center was not yet complete, so the center is currently located in an older building and will be transferred in March 2009. Project staff distributed letters to the 54 households to determine the interest level for having home Internet connections, and received 30 positive responses. The next step involved physically connecting the households to the fiber optic network.

The network administrator collaborated with a local engineering firm to develop maps for the proposed power grid. A telecom construction company completed all the trenching and buried the fiber cables. The network administrator then wired all 54 homes and circulated letters to tribal members informing them of the availability of Internet connections.

The Tribe offers three “fiber optic to the premises” (FTTP) packages, each priced differently according to the speed of the connection, beginning at \$25 per month. At the close of the project, fourteen homes had Internet connections. Tribal offices connected to the network will be charged per workstation, the proceeds of which will then cover the operation costs. Until this time, the IT department is covering the costs, as the revenue from the fourteen homes is not sufficient. The project worked with a lawyer to develop an ordinance for Internet subscribers, establishing policies and procedures for payment collection.

OUTCOMES AND COMMUNITY IMPACT

Prior to this project, it cost approximately \$1,000 per home to install a wireless Internet connection, as each household had to build a tower. Tribal members now have a much more affordable option. Along with the luxury of improved technology, community members also experience increased communication capabilities and access to outside resources.

The Tribe benefits financially, as they previously paid for the costs of copper connection lines while the new fiber electronics are free. Once installed, the new tribal department Internet connections will be much faster and therefore more efficient. The new system is also more reliable than other connections.

The final stage of the telecommunications project involves completing the business

plan for the tribal telecom company and creating the business structure.

The new building designated to house the network operating center will include electronic classrooms. Once the building is complete, the University of Minnesota plans to launch instructional television (ITV) classes in the Dakota language.

“Community members now have affordable Internet that also financially supports the Tribe.”

Brian Schulte, Network Administrator

CHIEF DULL KNIFE COLLEGE



Project Title:	Northern Cheyenne Language Reading and Writing Project
Award Amount:	\$445,437
Type of Grant:	Language
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribal College

PROJECT SNAPSHOT

- 2 jobs created
- 2 Native American consultants hired
- 20 elders involved
- 700 youth involved
- \$4,532 in resources leveraged
- 3 partnerships formed
- 12 language teachers trained
- 368 native language classes held
- 700 youth increased their ability to speak a native language
- 150 adults increased their ability to speak a native language
- 4 people achieved fluency in a native language

BACKGROUND

The Northern Cheyenne Reservation is located in eastern Montana in Rosebud and Bighorn counties. Membership in the Northern Cheyenne Tribe includes 8,070 enrolled members, of which approximately 4,470 live on the reservation.

Chief Dull Knife College began in the early 1970s, and attained full accreditation status

as a two-year college in 1996. The college's most unique and community-related department is the Northern Cheyenne-based Native American Studies program, which offers eight courses in the culture, history and language of the Tribe. Elders teach the courses and at least two are required for graduation from the institution. Despite this unique program, the college staff recognizes that solely teaching the language to adult students at the college is not enough to preserve the language.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop and implement a Northern Cheyenne language reading and writing program to establish a core of twelve teachers who will become proficient in reading and writing the language using its official orthography. The project was designed to offer a Class VII teacher certification program through the college and to certify all twelve teachers so they can teach the language and develop curricula materials.

The project's first objective was to increase the number of proficient readers of the Northern Cheyenne language. The project selected twelve apprentices who were given pre-tests on their understanding of the

Cheyenne language. The apprentices completed tests every semester to gauge their progress. By the end of the project, all of the apprentices could utilize the Cheyenne dictionary to translate words. In the project's second year, the apprentices developed curriculum materials for grades K-8, which the schools on the reservation began using. In addition, project staff interviewed eleven elders and wrote their stories in the Cheyenne language.

Objective two was to provide training and hands-on experience to produce proficient Northern Cheyenne readers, focusing on generating interest amongst tribal youth to utilize the established orthography. To accomplish this, the project staff organized two-week summer immersion camps for youth ages nine to seventeen. All twelve apprentices participated in the camps. During the school year, tribal elders also gave presentations at local schools and traveled on field trips to historic and traditional sites with the children.

In year three, the apprentices endeavored to obtain reading and writing skills in the Cheyenne language to develop curriculum and literature. The project director assisted the apprentices in compiling and writing contemporary, original, and traditional narratives in the Cheyenne language, either in the area of songs, myths, or legends.

Objective two for year three sought to partner with schools to showcase and teach the Northern Cheyenne writing system to additional Class VII certification holders in order to demonstrate the existence of an approved writing system for the language. Local schools currently utilize the materials developed, and both native and non-native teachers have a strong desire to learn and teach the language.

Challenges faced by the project included turnover of apprentices; however a waiting list facilitated replacement. Eight of the

twelve original apprentices completed all three years of the project.

OUTCOMES AND COMMUNITY IMPACT

At the outset of the project, many Northern Cheyenne members were unaware that a written orthography of their language existed. The community, especially tribal youth, now realizes the importance of both speaking and reading the Cheyenne language, and as a result there is more interest in learning the language. In addition, the number of Class VII certified teachers increased from 7 to 25 during the project.

Many teachers in the local school system, both native and non-native, now have a desire to learn the language. Teachers recognized the importance of including cultural content in their curriculum. Karen Smith, a fourth grade teacher, stated, "It is important to bring this aspect into the schools via activities and speakers, as it facilitates a new way to connect with the students." Many teachers also reported an increase in the self-esteem of their students.

The Class VII teachers, many of whom are tribal elders, expanded their ability to teach the language by developing curriculum materials and narratives. By working with and practicing the language, the apprentices and teachers also regained the confidence they needed to retake the certification test. Overall, the project enabled tribal members to understand the importance of reading and writing the Cheyenne language in order to ensure its preservation.

CHIPPEWA CREE TRIBE



Project Title:	Chippewa Cree Energy Corporation
Award Amount:	\$169,934
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 20 elders involved
- 20 youth involved
- 1 individual trained
- 3 partnerships formed

BACKGROUND

The Rocky Boy’s Indian Reservation is located in northern central Montana, spanning over 120,000 acres. The reservation was established by an Executive Order of Congress in 1916 and was the last Indian reservation designated in the state. There are currently 5,744 enrolled tribal members, 3,100 of which live on the reservation.

In 2006, the Chippewa Cree Tribal Council created Chippewa Cree Energy (CCE), LLC as a Section 17 Federally-Chartered Corporation. The council planned for CCE to act as an energy development umbrella agency, handling research, development, inventory and marketing of the Tribe’s energy resources. By 2007, the Tribe realized that CCE lacked the resources to

operate effectively.

PURPOSE AND OBJECTIVES

The purpose of this project was to enhance CCE’s organizational capacity and physical infrastructure as well as facilitate the development of a tribal resource master plan.

The project’s first objective was to hire staff and establish the CCE’s physical infrastructure. The project director and coordinator were hired and staff secured a physical office, phone lines and Internet connection. Staff also developed office policy and procedure manuals but were unable to complete a CCE website by the end of the project due to unresolved proprietary concerns over the Tribe’s natural resources.

The second objective was to complete an all-inclusive inventory of the Tribe’s potential renewable and non-renewable energy resources and develop a master plan for the development of those resources. First, staff compiled existing maps, reports and studies on the Tribe’s energy and mineral resources. CCE then began working with Native American Resource Partners (NARP) out of Denver, Colorado, to

develop an energy assessment of the reservation. The study focused on the potential for wind, oil, natural gas and gravel projects. Tony Belcourt, the Project Director, felt that the study greatly expanded the tribe's knowledge of its energy resources. He shared, "Had the Tribe known the data from this project 10 years ago, we would have been much further along with energy development than we are now."

The final objective was to solicit and receive a "letter of intent" from at least one private investment firm to develop a renewable or non-renewable energy resource on the reservation. Although the original proposal emphasized courting a variety of private investment firms to invest in the project, the CCE focused primarily on NARP as a potential energy partner. By the end of the project, the CCE had signed a Memorandum of Understanding with NARP and was in negotiations to develop either wind power or natural gas on the reservation.

One of the CCE's main challenges was the proposal's ambitious target numbers for jobs and businesses it intended to create based upon the nature of the project. For example, CCE intended to create 300 jobs and 10 new businesses by the end of this one-year project. These target numbers would have been feasible as long-term goals for a project of this nature, but income from new energy investments will take considerably more time to impact the community and create jobs.

OUTCOMES AND COMMUNITY IMPACT

The project's main impact was on the Tribe's knowledge of the natural resources under its control. The project allowed the Tribe to focus on various avenues for energy development and make informed business decisions based on the increased knowledge bank.

To educate the tribal public and generate support for new energy projects, CCE developed a marketing brochure, created an informational packet and held community meetings to openly discuss the Tribe's energy options. The process created space for tribal elders, youth and adults to discuss important development issues together.

To sustain the CCE, the Tribe is investigating a development fee to offset start up costs as well as revenue taxes on new projects. The Tribe is also partially funding the CCE's operational costs.

"The project is creating an independent vision of where we need to be."

Tony Belcourt,
Project Director

LODGE POLE DISTRICT COMMUNITY DEVELOPMENT CORPORATION



Project Title:	Lodge Pole District Horsemanship Project
Award Amount:	\$446,957
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 15 Native American consultants hired
- 35 elders involved
- 98 youth involved
- \$1,039 in revenue generated
- \$5,800 in resources
- 103 individuals trained
- 8 partnerships formed

BACKGROUND

The Fort Belknap Reservation is located in northern Montana, and is the home of the Assiniboine (Nakoda) and Gros Ventre (White Clay) people. There are over 5,200 enrolled community members, of which 2,900 reside on the reservation. Fort Belknap has historically suffered from high unemployment rates, and the Bureau of Indian Affairs currently calculates the Tribe's unemployment rate at 70%. Tribal members also have an extremely low per capita income, \$8,150, and 36.5% of families are currently living below the poverty line.

Lodge Pole is the most remote community on the Fort Belknap Indian Reservation and lacks recreational amenities, limiting the available social outlets for community youth. As one possible consequence, the community reported a 39% school dropout rate prior to this project, in 2005.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop a culturally and socially appropriate horsemanship program to improve the social environment for residents in and around the Lodge Pole community. The greatest untapped resource in the community prior to the project was the residents' many horses, the majority of which were untamed and difficult to ride.

The project's first objective was to introduce, or reintroduce, "horse culture" to the community through riding lessons and horse care training. The Lodge Pole community created the Nakoda Horse Society (NHS) and began teaching riding and horse care lessons two to three times per week, to roughly ten youth in the first year. Lessons were taught by native horsemanship consultants from the area and classes included taming wild horses. To motivate students, staff developed a participation

incentive program that involved awarding small prizes for consistent participation and riding improvement. By the end of the project's third year, attendance grew to 60 students per lesson and staff taught classes 5 days of every week due to the high demand. Nearly 100 community youth participated in the project.

The second objective was to instruct the youth in the making of horse tack. Staff utilized a professional tack maker to teach traditional knotting and tack types, including: halters, bridles, saddlebags, breastplates and hobbles. One of the first lessons was how to make a saddle rack to help protect the participants' saddles, which was important due to the group's limited supply. The popularity of the tack making class grew as the riding lessons had, with many of the same participants.

The third objective was to expand on the riding lessons and lead the youth on trail rides and horsemanship activities. Due to what one staff member described as an, "overwhelming response" from the community, youth began participating in several horse-related activities each month, including parades, powwows, and other community events throughout Montana. Several youth won awards for their horsemanship skills. To help support the activities, staff relied heavily on volunteers from the community to supply horses, trailers, fuel and mentorship to the youth riders. Staff also held local carnivals to help offset travel expenses for riding activities.

Staff had hoped to conduct regular evaluations to measure each student's improvement in horsemanship and tack making. However, due to the larger-than-expected class sizes and frequency, staff did not have sufficient time and resources to utilize a standardized evaluation tool. Instead, individual progress was measured in

an informal manner and staff was satisfied with the outcome.

OUTCOMES AND COMMUNITY IMPACT

For community youth, the project engendered a sense of responsibility for horses and the tack they created as a group. Youth increased their pride and began participating in local and regional parades and funerals. Staff reported that, of all the community's young population, only a few did not participate in the project. Local school teachers, some of whom volunteered on the project, reported that school attendance dramatically improved during the project and vandalism diminished. In addition, the project's focus on physical activity appears to be having a positive impact on the youth's health.

For local families, the project created opportunities for positive interaction and bonding as many of the youths' parents participated in the project. The active nature of the project also influenced many parents to stay physically active.

As a supporting activity, community elders shared their traditional stories of horses with the youth, who compiled them into the NHS "Stories by Elders." This activity served to reinforce the elders' traditional positions as holders of knowledge and wisdom within the community.

To maintain the project's momentum, staff and community members will continue to hold riding classes voluntarily. In the future, NHS hopes to secure other state or federal funding to expand program activities.

"The project helped increase the kids' sense of responsibility and pride."

Dodie Bell,
Project Director

NATIONAL TRIBAL DEVELOPMENT ASSOCIATION



Project Title:	21 st Century Economic Warriors Development Initiative
Award Amount:	\$393,078
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2006 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 12 elders involved
- 2 youth involved
- \$10,000 in resources leveraged
- 9 individuals trained
- 34 partnerships formed
- 2 governance codes/ordinances developed

BACKGROUND

The National Tribal Development Association (NTDA) was founded as a national nonprofit to provide economic development and governance services to American Indians and Alaska Natives. NTDA's members include 41 tribes spread throughout the U.S. NTDA's headquarters are located on the Rocky Boy's Indian Reservation in north-central Montana.

One obstacle to business growth on some tribal land is that private investment firms do not fully understand the tribal government or laws of a potential partner tribe, which creates concern that their

business rights may not be protected. NTDA believes that tribes should fully utilize the business advantages available to them, such as tax credits and exemptions, to promote sustainable business development projects. NTDA also seeks to provide education to potential private investors regarding the status of tribal government and laws on reservations to alleviate the concern of doing business in Indian Country.

PURPOSE AND OBJECTIVES

The purpose of this project was to educate tribal and business leaders about the need to create investor-friendly business environments on their reservations and provide assistance for tribes wishing to create tribal industrial parks.

The project's first objective was to promote the concept of tribal industrial parks, or business-friendly regulatory frameworks, based upon the adoption of Uniform Commercial Codes (UCC) amongst 22 of NTDA's member tribes. NTDA developed template documents to guide tribes considering the development of tribal industrial parks which included a sample incentives package to attract business and examples of ways for tribes to utilize

existing business benefits. The template included example Secured Transaction Codes (STC), which were focused versions of the UCCs and can be adopted by tribes to facilitate business transactions and encourage private investment. Staff then developed promotional brochures, updated NTDA's website, printed advertisements in more than 5 tribal magazines, and presented to 22 member tribes at 24 tribal events. To assist member tribes further, NTDA partnered with the National Conference of Commissioners on Uniform State Laws (NCCUSL) to distribute tailored versions of its *Implementation Guide and Commentary to the Model Tribe Secured Transactions Act*. Staff did not complete some planned activities for this objective, such as a database for tribes and media outlets and a formal plan for the marketing campaign due to time constraints.

The second objective was to expand the educational marketing campaign nationwide to tribal decision makers and business leaders. The purpose was to demonstrate the critical need for tribes to develop industrial parks and UCC codes to stimulate economic activity. Staff then distributed brochures to all federally recognized tribes and created an informational CD-Rom for distribution.

The third objective was to deliver on-site assistance to help tribes develop industrial parks and adopt UCCs in at least 20 member tribes. NTDA staff delivered on-site assistance to 22 tribes using the tribal industrial park package and secured transactions codes. NTDA also worked to secure the use of state, tribe or coalition filing systems for the new tribal codes. In addition, NTDA trained nine tribal judges in commercial codes to prepare them for future business developments on their reservations. All of those tribes initiated some form of legal action in relation to the codes, but NTDA staff reported that only two of the tribes had reached the stage of adopting

UCCs by the end of the project. The main obstacle to passage was that each tribe is different in terms of its economic status, land base, judicial system and existing commercial codes. In this aspect, the project's main challenge was an underestimation of the speed at which new commercial codes could be implemented in member tribal governments.

OUTCOMES AND COMMUNITY IMPACT

The project augmented the participating tribes' knowledge of commercial business laws and codes. The tribal judges trained during the project will help empower tribal courts to rule on complex business issues. The judges also discovered that the University of Montana's American Indian Law Clinic, which facilitated the trainings, can be a resource for legal research.

Having UCCs in place makes tribes more attractive to private investors and enables tribes to pursue joint venture operations with outside investors due to the stable business environment they create. For investors, the development of secured transactions codes helps determine the rules of business in a given tribe and allays concerns. In the long term, such comfort should help generate significant new reservation-based businesses. Arsh Stiffarm, the Project Coordinator, shared that the Chippewa Cree Tribe is attracting new businesses by using its newly developed commercial codes to demonstrate the stable business environment.

“The impact from this project will be tremendous for business development on tribal land.”

Arsh Stiffarm, Project Coordinator

NEW DAY, INC.



Project Title:	The New Day Foster Development Project for American Indian Youth in Treatment for Mental Health and/or Chemical Dependency Disorders
Award Amount:	\$589,742
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2006 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 6 jobs created
- 1 Native American consultant hired
- 19 elders involved
- 523 youth involved
- \$171,286 in revenue generated
- \$12,381 in resources leveraged
- 19 individuals trained
- 15 partnerships formed

BACKGROUND

New Day, Inc. is a Native American mental health and chemical dependency treatment agency that specializes in providing safe programs to help youth in emotional disarray return to a healthy and stable lifestyle. New Day operates five youth group homes and the Four Dances Outdoor Adventure Program, programs designed to serve Montana and Wyoming youth, ages

13-18, suffering from coinciding mental health and chemical dependency problems.

One of the major challenges facing the organization is the high rate of relapse for youth returning home post-treatment. New Day came to understand the need for additional options for the long-term care of these youth, such as a culturally appropriate foster family component. This service would complement the pre-existing services, but would also expand New Day's capacity by creating a "step-down" for youth coming out of the organization's other programs, or coming directly from reservation and urban Indian communities. Youth would then be able to therapeutically reintegrate back into their family and communities, or to remain in the care of a foster family until they or their family are ready for reunification.

PURPOSE AND OBJECTIVES

The purpose of this project was to recruit, train and license 30 Native American foster families who would be able to provide foster homes for 30-60 American Indian youth

falling within the categories outlined above. The project's first objective was to hire and train project staff and consultants and to open, equip and organize project offices. Project staff consisted of a director, licensure and placement specialist, program assistant and two treatment managers. There was high staff turnover during the beginning months, but other New Day staff filled the positions until new hires came onboard. The office was operational by the second month of the project.

The second objective was to recruit, train, license and support the 30 Native American families over the two year project period and fill 100% of the homes with Native American youth. The project experienced difficulty in licensing Native American foster families due to the strict licensing requirements and the length of time needed for parents to complete the training. To overcome this challenge the project staff adjusted the scope of the project slightly to include kinship homes. Placement in a kinship or extended family home does not require state licensure, facilitating a faster process and eliminating the need for the rigorous training phase. Six native families were initially licensed from the anticipated 30, and at the conclusion of the project timeframe, 3 retained their licensure. Fourteen kinship homes took in foster children during the project. Over the course of project timeframe, New Day placed 23 youth in foster or kinship homes.

As a part of the project, New Day organized youth group meetings conducted four nights a month in order to provide respite for the foster parents and a native cultural setting for the youth. The meetings included discussions and lessons on native culture, which helped to increase the self-esteem and social skills of the youth participants.

OUTCOMES AND COMMUNITY IMPACT

The native youth who participated in this foster program benefited from being placed in native homes and, in most of the cases, having extended family members as their primary caregiver. New Day facilitated the opportunity for a stable home environment and the support and specialized services the youth require for their condition. The project also allowed the youth to increase their own personal native knowledge and culture and discover their own abilities.

The project provided local organizations and the native community with training in areas of foster care licensing, parenting skills and general wellness. The community now understands what services and support systems are available through New Day and through other organizations in the surrounding area. There is an increased awareness as to the existence and needs of these troubled native youth, which serves to remove previous stigmas placed on the population.

New Day increased the scope of their organization by offering new services to native youth and families. The success of the project also increased New Day's outreach and awareness to the public, which increased community credibility. Community members remarked they are pleased with the organization's involvement with native youth.

“This project has provided a stable environment for the youth, including the support and services they need.”

Nikki Romer, Treatment Manager

NORTHERN CHEYENNE TRIBE



Project Title:	Northern Cheyenne Tribe Telecommunication Project
Award Amount:	\$163,897
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- \$47,923 in resources leveraged
- 4 partnerships formed

BACKGROUND

The Northern Cheyenne Reservation is located in eastern Montana in Rosebud and Bighorn counties. Membership in the Northern Cheyenne Tribe includes 8,070 enrolled members, of which approximately 4,470 live on the reservation.

Currently, there is inadequate telecommunication capability on the reservation due to antiquated infrastructure and limited investments from local service providers. The tribal community, many of whom live in remote areas, suffers from a lack of access to services such as educational institutions, healthcare facilities and the tribal government. In order to address this problem, the Tribe decided to pursue the development of a sustainable wireless telecommunication system.

PURPOSE AND OBJECTIVES

This project is the second phase of a three-phase telecommunications project. The Northern Cheyenne Tribe conducted a feasibility study in 2006 which determined the economic viability of a tribally-owned telecommunications company, as well as the federal regulations necessary for the placement of communication facilities. The purpose of this second phase of the project was to lay the groundwork for the Tribe to develop the telecommunication company. Essentially, this project included the steps necessary to meet federal regulations in order to construct communication towers and telecom facilities. The final phase of the project will be the actual construction and formation of the tribal business.

The Tribe is hoping to finance the estimated \$12,000,000 Phase III construction project through the Community Development Financial Institution’s (CDFI) New Markets Tax Credit Program. As established through the feasibility study, in order to complete any project involving construction and placement of communication facilities, and thereby qualify for CDFI funding, the FCC and BIA mandate all projects must be in compliance with the National Environmental

Policy Act (NEPA). The project's sole objective therefore sought to complete an environmental and cultural inventory assessment and develop site plans for each of the tower sites and telecom buildings.

Project staff collaborated with the Tribal Historic Preservation Office (THPO) in surveying thirteen potential tower sites. Cultural experts from the THPO conducted surveys to ensure there was no potential for disruption of historic sites and that any effects from the construction could be mitigated. The crews identified one area as having cultural and historic significance, and project staff accordingly replaced it with a different site. The project staff sent out requests for proposals and subsequently contracted a consulting company to conduct an environmental assessment of all thirteen sites. The consultant completed the assessment by the close of the project, and submitted a final draft to the project director to send to the NEPA compliance office. After speaking with a local BIA archaeologist, the project director learned there was some required information missing in order to comply with NEPA. The document was therefore returned to the consultant to update, and project staff is currently awaiting the final report.

Federally certified surveyors completed a topographic and boundary land survey for the building facility and all thirteen tower sites and then developed site plans for all structures with project staff.

The project experienced delays in surveying the tower sites due to poor weather conditions. A changeover in tribal government also caused some delays in completing activities. Despite these challenges, the project completed its objective during the one year project period.

OUTCOMES AND COMMUNITY IMPACT

The completion of this phase of the project establishes the foundation for its third phase, the actual construction of the towers and buildings. Once NEPA compliance is established, the regulatory requirements will enable the Tribe to develop and implement telecommunication codes and ordinances. Project staff mentioned there are already numerous entities interested in funding the construction phase through CDFI. The tribe is hoping to begin a bidding process in the spring of 2009 to select the most appropriate option.

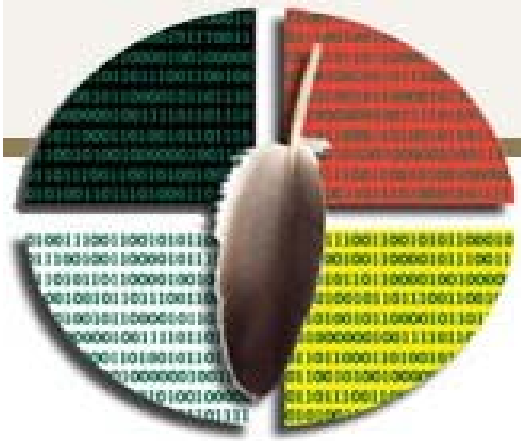
Once the third and final phase of this project is complete, it will improve infrastructure on the reservation. Elders who live in remote areas will have telephones, providing emergency communication with tribal health facilities. Students participating in college classes will have Internet access and the option of remote education. Tribal departments will be connected remotely through fiber optics, increasing their efficiency and effectiveness.

The project will also lower the Tribe's unemployment rate once the telecommunications company is operational. In addition, it will provide an opportunity to handle other utility issues such as electricity, water and sewage.

"The project is very essential for the Tribe's growth."

Ben Bahr, Project Director

INDIAN CENTER, INC.



Project Title:	Nebraska Indian Online One-Stop Project
Award Amount:	\$355,175
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2006 – Dec. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 5 people employed (non-consultants)
- 8 elders involved
- \$460,226 in resources leveraged
- 98 individuals trained
- 38 partnerships formed

BACKGROUND

The Indian Center was formed as a nonprofit organization in 1969 in Lincoln, Nebraska. The Indian Center provides a variety of social and economic development services to the approximately 22,000 Native Americans residing in Nebraska. One such service, the Workforce Investment Act Program, has been in operation for over 25 years and offers career advancement services, including job search assistance, resume development, and GED classes to clients. In recent years, funding for the program has gradually declined, prompting the Indian Center to pursue an alternate employment services system.

PURPOSE AND OBJECTIVES

The purpose of the project was to reduce unemployment and reach a scattered client base by developing a web-based portal for Nebraska's Native Americans to search employment opportunities, enroll in services, and access employment resources.

The project's first objective was to create and launch the Nebraska Indian Online One-Stop web portal. To complete the objective, project staff hired a contractor to build the website. An Indian Center staff member completed training as a web administrator and launched the web portal in September 2007. The portal offers employment assistance resources such as resume creation, interviewing techniques, self-assessments, and job vacancy listings.

The project's second objective was to provide job search support services to 500 individuals accessing the Nebraska Indian Online One-Stop web portal. Staff ensured client usage of the web portal through a statewide marketing effort. Staff signed Memoranda of Understanding (MOUs) with 22 entities that access the portal to post and update job vacancy listings as needed. All vacancy posts indicated the agencies' interest in hiring Native American

personnel. During the project timeframe, the web portal registered 73,274 hits. Of these, 93 individuals requested financial support services via the web portal. Staff approved 63 individuals for services, which included books for academics and clothes for interviews. Project staff did not initiate follow-up contact to all portal users, and therefore did not document information on jobs filled or increased income.

The project's third objective was to present seven 'World of Work' seminars. To complete the objective, project staff conducted marketing and outreach to portal users and through project partnerships. In collaboration with project partners, staff staged six seminars in various sites throughout Nebraska. A total of 98 participants attended the three-day seminars, which provided informational tips on how to secure the right job, and offered workshops on how to complete an employment application, prepare a resume, and excel in a job interview.

OUTCOMES AND COMMUNITY IMPACT

For Nebraska's Native American community, a comprehensive online employment assistance program is now available. The high volume of registered website hits indicate that users rely upon the employment resources and utilize the job vacancy listings in their job searches. To complement the resources provided by the web portal, participants in the 'World of Work' seminars honed their interviewing and job search skills. However, due to the absence of follow-up with clients, project staff was unable to quantify the number of people receiving employment or increasing their income due to project activities.

Project staff secured a grant from the Department of Labor that will provide funds to continue to host the web portal. The Department of Labor showcases the portal as a best practice, and is currently in

discussions with Indian Center leadership to expand the project nationally. The project's financial support services and 'World of Work' seminars will continue under the Indian Center's Workforce Investment Act Program.

PONCA ECONOMIC DEVELOPMENT CORPORATION


Project Title:	Micro-Business Opportunities Project
Award Amount:	\$228,653
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribal Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 5 businesses created
- 4 elders involved
- 1 youth involved
- \$81,394 in resources leveraged
- 17 individuals trained
- 10 partnerships formed

BACKGROUND

The Ponca Economic Development Corporation (PEDCO) was established as a nonprofit in 1994 in Lincoln, Nebraska. The Ponca Tribe incorporated PEDCO in 2001 to assist in the development of sustainable economic opportunities for tribal members. The Tribe counts approximately 2,600 enrolled members, about 800 of which live in Nebraska.

In 2002, PEDCO conducted a needs assessment of its tribal members living in Nebraska. Data analysis indicated that the average income of a Ponca household was less than \$25,000. However, 59% of respondents expressed interest in receiving assistance from PEDCO in economic

development strategies and financial literacy instruction.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop a Micro-business Development Center serving low to moderate income members of the Ponca Tribe to foster the development of stable and diversified self-employment opportunities.

The project's first objective was to establish a Micro-business Development Center with web-based access to technical assistance and entrepreneurial services. Project staff set aside PEDCO office space to serve as the Center, and equipped the office with all necessary equipment, publications and software. Staff also loaded laptops with business software in order to reach out to the scattered Ponca community. Staff utilized these laptops as a portable business center to conduct micro-business trainings in outlying communities. Two staff members completed courses to become certified trainers of the NxLevel entrepreneurial training program. The trainers then developed curriculum which incorporated content from the NxLevel program, financial literacy skills, and effective thinking and self-management techniques from the

Pacific Institute. Within the project timeframe, 15 community members enrolled in the program, of which 14 completed all 56 hours of training. Eleven community members developed a business plan.

The project's second objective was to address barriers which limit the successful development of micro-businesses. To complete the objective, staff developed a referral form, contact form, and a business readiness handout. Staff utilized these forms to conduct a needs assessment of all community members contacting PEDCO in request of assistance. Staff referred those whose needs were not within the project's scope to Ponca Social Services. To provide continuing support to community members that completed the entrepreneurial training program, staff incorporated a discussion board into the PEDCO website which allows graduates to network, share best practices and support each other. Finally, staff offered ongoing one-on-one consulting services to training graduates.

OUTCOMES AND COMMUNITY IMPACT

The fifteen members of the Ponca Tribe involved with the entrepreneurial training program increased their knowledge on a broad range of financial topics, including budgets, marketing, building and repairing credit, and creating a business plan. With this knowledge, one graduate developed a full-time small business, and four graduates created four part-time micro-businesses within the project timeframe.

The implementation of project activities also expanded PEDCO's capacity to assist the scattered tribal community. Staff videotaped all training workshops, and has made these recordings available to all tribal members via the PEDCO website. Staff will continue to maintain and moderate the site's discussion board. Staff will continue to operate the Micro-business Development Center and offer one-on-one business

consulting services to interested clients. Finally, PEDCO has entered into preliminary discussions with Score and The Center for People in Need to explore the possibility of securing start-up capital to fund the business plans of tribal members. The status of these discussions was ongoing at the conclusion of the project timeframe.

SANTEE SIOUX NATION


Project Title:	Santee Dakota Language Assessment Project
Award Amount:	\$61,859
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 45 elders involved
- 50 youth involved
- \$50,365 in resources leveraged
- 1 individual trained
- 7 partnerships formed
- 1 language survey developed
- 308 language surveys completed

BACKGROUND

The Santee Sioux Reservation spans nearly 9,450 acres in northeastern Nebraska and the Tribe currently counts approximately 3,700 enrolled members. The Santee people traditionally have spoken the Dakota dialect of the Sioux language. While Dakota is known to be an endangered language, the extent of this status is unknown, but estimates are that fewer than 40 fluent speakers remain within the Santee community.

PURPOSE AND OBJECTIVES

The purpose of the project was to survey the tribal community to determine the status of the Santee dialect of the Dakota language, and to develop a strategic plan to preserve,

maintain and revitalize the language of the Santee Sioux Tribe.

The project's first objective was to create and administer a community-wide survey to assess language status, the availability of language resources, and community desire for language preservation and revitalization. Project staff organized an advisory committee which consisted of tribal elders, interested community members and academic staff from the Santee campus of Nebraska Indian Community College. Staff developed the language survey with the guidance of the advisory committee to ensure the creation of a culturally appropriate and comprehensive document. Project staff then conducted the survey assessment by distributing surveys at tribal community events and conducting a door-to-door canvass of tribal members' homes. Staff collected 308 completed surveys, or 42% of the total reservation-based tribal population.

The second objective was to create a strategic language plan based upon the analysis of survey data and the guidance of tribal elders. To complete the objective, staff first organized all the survey data and analyzed the resulting data sets. Survey results indicated that seventeen tribal

members considered themselves fluent when hearing the Santee language, and only two tribal members judged themselves as fluent speakers of the Santee language. Staff interviewed 35 elders to record their perspectives on the current status of the Santee dialect and to receive guidance on Santee language preservation and revitalization efforts. With the information from the surveys and elders, project staff, in collaboration with a variety of strategic partners, developed a three-year action plan to create opportunities for all tribal members to participate in the preservation and revitalization of the Dakota language. To achieve this goal, staff detailed a two-pronged approach to develop and train tribal members to become Dakota language teachers, and to develop curriculum that encourages and facilitates intergenerational learning. Staff presented the completed plan to the advisory committee to procure feedback. Staff then finalized the plan and presented the document to Tribal Council.

OUTCOMES AND COMMUNITY IMPACT

For the Santee Sioux community, participation in the survey development and completion phases and the review of the strategic language plan fostered an environment of empowerment. Community members, including numerous youth and elders, set the vision for their Tribe on language issues they wanted addressed.

For Santee elders, involvement in the development of the language survey and provision of guidance in the development of the strategic language plan served to reinforce their traditional positions as holders of knowledge and wisdom within the Santee Sioux community. This increased involvement has also had positive social benefits. Wyatt Thomas, the Tribe's elder coordinator, shared, "We missed getting together, and we have done more of that through this project."

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

To ensure the sustainability of project activities, project staff positions were included in the language strategic plan. Tribal Council did not approve the plan within the project timeframe, but has committed funds for the development of language resources to revitalize the Santee dialect.

"We knew the numbers would be low in regards to fluency, but were somewhat shocked to see how low they were."

Mary Johnson,
Survey Coordinator

WINNEBAGO TRIBE OF NEBRASKA



Project Title:	Ho-Chunk Teacher Training Project
Award Amount:	\$339,206
Type of Grant:	Language
Project Period:	Sept. 2004 – Jan. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 6 jobs created
- 21 elders involved
- 665 youth involved
- \$512,908 in resources leveraged
- 24 partnerships formed
- 10 language teachers trained
- 4,800 native language classes held
- 641 youth increased their ability to speak a native language
- 100 adults increased their ability to speak a native language

BACKGROUND

The Winnebago Tribe of Nebraska is located in northeastern Nebraska and counts approximately 4,000 enrolled tribal members, about a quarter of which live on reservation lands.

The Winnebago people have traditionally spoken Ho-Chunk, a language in the Siouan language family. Since 2003, the three-member staff of the Ho-Chunk Renaissance Program has worked to preserve and revitalize the Ho-Chunk language. In 2003,

the Tribe conducted a language survey within their community and discovered that only seven fluent speakers remained.

PURPOSE AND OBJECTIVES

The purpose of the project was to expand and enhance the efforts of the Ho-Chunk Renaissance Program to preserve and revitalize the Ho-Chunk language within the Winnebago community.

The project's first objective was to create and implement a series of Ho-Chunk language fluency tests to track the fluency rates of language students. To complete the objective, project staff researched the guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) to direct the development of the fluency tests. Based on the precedence of ACTFL tests, staff decided to create three fluency level tests (novice, intermediate, and advanced), each of which was subdivided further into three tiers (low, mid, and high) for a total of nine tests. During the project timeframe, staff completed all tests for the novice and advanced speaking levels. The Elders Advisory Council approved all completed tests. At the end of the project timeframe,

staff had completed outlines for the remaining three intermediate level tests.

The project's second objective was to establish and implement a master-apprentice language training program. Staff formed four master-apprentice teams, and shuffled team members throughout project implementation to ensure a broad exposure to the Ho-Chunk language. Two apprentices progressed from novice to intermediate speakers during the project, and were hired by the Tribe to teach Ho-Chunk at two local pre-schools.

The project's third objective was to develop and implement a teacher training program to prepare Ho-Chunk Renaissance teachers to be effective transmitters of the language. Project staff contracted with the University of Nebraska at Omaha and the Nebraska Department of Education to provide a variety of training courses to Ho-Chunk Renaissance staff and teachers. The trainings included content on classroom management, curriculum development, learning styles, early childhood development, and student assessment.

The project's fourth objective was to digitize and transcribe the Ho-Chunk Renaissance Program's 1,800 language recordings for use in language preservation and revitalization efforts. Project staff procured a contractor to digitize and enhance the clarity of the 1,800 recordings. To transcribe the recordings, staff contracted eleven community members and trained them in the International Phonetic Alphabet. Due to the ambitious scope of the objective, staff and community members decided to summarize the language recordings instead of transcribing content directly.

OUTCOMES AND COMMUNITY IMPACT

For the Ho-Chunk Renaissance Program staff, the training workshops served to increase capacity and expand knowledge on

a variety of education-based topics. The addition of two Ho-Chunk language teachers also enabled the Renaissance Program to expand language revitalization efforts. Indeed, due to the project's implementation, staff now instructs 41 classes at the pre-, middle, and high school levels. Staff taught a total of 4,800 Ho-Chunk language classes during the project timeframe. The effectiveness of the Program's expansion can now be assessed through the fluency tests developed by staff.

For the Winnebago community, the implementation of project activities increased awareness of language revitalization efforts and of the link between language recovery and cultural preservation. A mother of a student currently learning Ho-Chunk from Renaissance Program teachers shared, "We didn't understand our parents when they spoke Ho-Chunk when we were little. Now we don't understand our children when they speak Ho-Chunk. We want to learn now." Over the course of the project, 741 community members increased their ability to speak Ho-Chunk.

In 2007, the Winnebago Tribe distributed a community needs survey to collect information on the issues of most concern to tribal members. Data analysis of survey results revealed that language and culture is the Tribe's most pressing matter. Survey results were presented to Winnebago Tribal Council, which agreed that funds should be appropriated in accordance with the community's wishes. These appropriated funds will serve to sustain the Renaissance Program's expanded language revitalization efforts.

FIRST NATIONS COMMUNITY HEALTH SOURCE



Project Title:	All My Relations Project
Award Amount:	\$307,223
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2004 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 3 Native American consultants hired
- 2 elders involved
- 23 youth involved
- \$300,000 in resources leveraged
- 68 individuals trained
- 18 partnerships formed

BACKGROUND

First Nations Community Health Source (FNCH) is a nonprofit health and human services organization based in Albuquerque. Established in 1972, FNCH provides free health services that integrate traditional values to enhance the wellbeing of the approximately 18,000 Native Americans residing in the Albuquerque area. The city's population of Native Americans moved from their reservations to find jobs to support their families and come from a wide cross-section of tribal affiliations.

PURPOSE AND OBJECTIVES

The purpose of the project was to provide healthy relationship education activities to

Native American adults and youth and to offer traditional healing and peacemaking assistance to Native American couples.

The project's first objective was to involve 30 adults and 30 youth in healthy relationship training activities. To complete the objective, thirteen members of FNCH staff attended trainings and received certification in the Practical Application of Intimate Relationship Skills (PAIRS) and the Practical Exercises Enriching Relationship Skills (PEERS) curricula. Staff modified portions of both curricula to ensure the content was culturally appropriate for Native Americans. Staff then organized an advisory board, which consisted of thirteen community partners that provided guidance for project implementation and recruited community participants for the healthy relationship workshops. Project staff offered a ten-week PAIRS training for Native American adults, with sixteen couples completing the workshop during the project timeframe. Project staff presented a 6-week PEERS training for Native American youth, and 23 participants completed the workshop during the project timeframe. The programs included

classroom-based sessions, such as conflict resolution and effective communication techniques, while also offering social activities such as dinners.

The project's second objective was to utilize traditional healing techniques and peacemaking activities to assist relationships and restore family stability. To complete the objective, project staff contracted with a male and female Navajo healer. The healers attended each program session and were available to participants upon request.

The project's third objective was to conduct an evaluation to determine the effectiveness of the healthy relationship program. All program participants completed a pre-test to establish baseline data for the program. Project staff conducted follow-up tests in the third, sixth, and ninth month after participants completed the program to assess content retention and impact. Of the sixteen couples who completed the program, four completed all three evaluations. All 23 youth completed the evaluation process.

OUTCOMES AND COMMUNITY IMPACT

For the 55 workshop participants, attendance signified a commitment to work with family members and friends to improve and advance their relationships. Community members gained the tools to make healthy relationship choices and to better communicate with loved ones.

Evaluations from Native American couples disclosed that their participation in project activities had created a healthier family situation at home. Robert Macias shared, "It's easy to communicate with my wife now. Honestly, this project changed my life." Couples also shared the importance of meeting and networking with other Native American couples. Melissa Firecloud expressed, "Through this project, we realized that we were not alone. We had a place to share." Barney Botone added, "It is

significant for American Indians to have a place to be themselves and to not have their spirituality negated."

The 23 Native American youth involved in project activities also described the benefits of meeting and learning with their peers. Evaluations from the youth indicated that they had made new friendships that were based on a positive foundation. Dominic Goodmoney stated, "The program made me more comfortable with myself. I've become a more open person."

To ensure the sustainability of the project's efforts, staff secured a \$300,000 grant from the Office of Family Assistance within the Department of Health and Human Services to continue to offer healthy relationship trainings. Staff also signed thirteen Memoranda of Agreement with community partnerships created during the project timeframe, and will continue to utilize their resources to enrich program activities.

"If this had not been a Native-focused program, I wouldn't have participated, and I'd still be having the communication problems I had before I found this project."

Andrew Elk Shoulder,
PAIRS participant

INDIGENOUS LANGUAGE INSTITUTE



Project Title:	Language Materials Development Center
Award Amount:	\$469,112
Type of Grant:	Language
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 2 Native American consultants hired
- 91 elders involved
- 57 youth involved
- \$78,700 in revenue generated
- \$105,774 in resources leveraged
- 308 individuals trained
- 17 partnerships formed

BACKGROUND

The Indigenous Language Institute (ILI) was established in Santa Fe, New Mexico in 1992 as the Institute for the Preservation of Original Languages of the Americas. ILI is dedicated to indigenous language learning research, the development of language materials, and the dissemination of effective language learning methods.

PURPOSE AND OBJECTIVES

The purpose of this project was to establish a Language Materials Development Center (LMDC) to provide multimedia technology and expertise to tribes and individuals interested in developing materials for language instruction and preservation.

The project's first objective was to establish the LMDC's infrastructure. ILI hired new staff to develop policies and procedures, purchase database software, update the website, develop prototype language learning materials, and deliver technology workshops and digital storytelling trainings. All of LMDC's efforts supported capacity building amongst native language teachers and learners throughout the U.S. Staff designed the prototype materials to be easily replicable using standard software available on most computer operating systems. Template materials included a storybook, flash cards, brochures, fliers, newsletters and a calendar.

Staff delivered technology workshops to 252 individuals and digital storytelling trainings to 56 people between the ages of 19 and 87. The workshops were designed for all levels of computer literacy and focused on developing the skills set necessary to create new language materials without further assistance. The workshops were also product-driven, and focused on the language material content, thereby creating tangible goals for participants to achieve by the end of the trainings. The digital storytelling trainings taught methods for recording

traditional stories and enhancing them with basic cinematography and art.

The LMDC facility in New Mexico also offered use of its digital recording and computer resources to interested language instructors. The center is furnished with several computers donated by the IBM Corporation and an equipped digital recording studio. Twenty language instructors utilized the facility during the project.

The project's second objective was to ensure LMDC's financial sustainability by securing new funding. The LMDC successfully secured six new language technical assistance contracts with tribes and a renowned national magazine, which partially fund operating costs. In addition, the center charges \$300 per participant for its three-day workshops, which covers training and materials costs.

OUTCOMES AND COMMUNITY IMPACT

Many of the workshop participants were language instructors from isolated rural communities. The trainings enhanced their knowledge of computer programs and language material development, enabling them to create their own language curriculum without outside assistance. Furthermore, since the trainings focused on cost-saving methods for material development, participants can avoid expensive new software programs and hardware. As part of the training, participants brought deteriorating language materials from their childhood and updated them with the new and exciting formats, thereby creating a continuum between their past and today's youth.

After returning to their communities, the language instructors disseminate their newfound skills to other instructors and

youth. This process enabled LMDC to affect a much wider population than the direct workshop participants.

Since its establishment, the LMDC has become an integral component of ILI programming. The ILI is now developing expansion plans and hopes to replicate LMDC in satellite offices.

“This project made the Language Materials Development Center’s vision a reality.”

Inée Slaughter, Executive Director
Language Material
Development Center

MESCALERO APACHE TRIBE



Project Title:	Apache Language Preservation & Revitalization on the Mescalero Apache Reservation
Award Amount:	\$512,592
Type of Grant:	Language
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 7 jobs created
- 30 elders involved
- 75 youth involved
- 12 individuals trained
- 11 partnerships formed
- 6 language teachers trained
- 3 youth increased their ability to speak a native language
- 12 adults increased their ability to speak a native language
- 8 people achieved fluency in a native language

BACKGROUND

The Mescalero Apache Reservation is located in south central New Mexico and encompasses approximately 720 square miles. There are currently over 4,000 enrolled tribal members, most of whom live on the reservation. The Tribe is comprised of three sub-bands: the Mescalero Apache, the Chiricahua Apache, and the Lipan Apache.

The Mescalero, Chiricahua, and Lipan Apache languages were all spoken on the reservation, however the languages spoken today are not identical to those spoken in earlier times, and Mescalero has become the primary language. Researchers determined Lipan to be extinct, although there are a few elders who still speak it, and Chiricahua is not commonly spoken.

Approximately 22% of the reservation residents speak Apache, and more than 80% of these speakers are over 36. There is a strong shift on the reservation away from Apache and toward English, despite the Tribe’s efforts to revitalize the three traditional languages.

PURPOSE AND OBJECTIVES

The purpose of the project was to promote increased use of Apache in a larger number of contexts in order to support the documentation, preservation, and revitalization of the languages.

The project’s first objective was to implement a master-apprentice program. The language board selected ten masters and ten apprentices who met on a weekly basis.

Each pair focused on different aspects of the language, catering to the individual apprentice by emphasizing the situations in which they were most likely to use Apache. For example, a master teaching a mother raising small children would focus on language to accompany parenting and the household. This technique facilitated the apprentices using the language in varying contexts such as at home, work, or during cultural events. The program taught all three dialects, and focused on conversation rather than memorization techniques. As a result, several non-speakers became adept speakers and some apprentices became masters by the end of the project.

The project's second objective was to develop educational language materials and establish an Apache language archive. In addition to the master-apprentice program, the Tribe also offers regular language classes to tribal members. Project staff developed CDs and DVDs to distribute to language class students. One staff member also created digital animated materials to accompany language learning. Over the course of the project, staff members and the masters and apprentices transcribed approximately 530 basic Apache phrases, created 270 pages of Apache language texts, and developed a lexical database consisting of over 10,435 words. Project staff also archived all of these new materials.

The project's third objective was to develop and improve the Apache language classes and workshops. The average language class size was twenty, with fifteen core learners attending every session throughout the project. Project staff offered an immersion class for toddlers and summer language classes for tribal youth.

The project experienced some challenges regarding scheduling and transportation for the master-apprentice program. Rising fuel costs resulted in an unwillingness to travel

long distances for one-hour sessions, causing high turnover amongst the masters and apprentices. Additionally, as the area thrives on seasonal work, it was difficult for people to commit to an entire year's worth of classes. Project staff overcame this challenge by offering language classes at night.

OUTCOMES AND COMMUNITY IMPACT

There are now more tribal members fluent in Apache, which increases the use of the language on the reservation. An increase in language classes and materials also strengthens the Tribe's capability to teach the language to future learners. Project staff noted that tribal members feel more comfortable using the language on an everyday basis. In a reversal of situation, people now encourage each other to refrain from speaking English rather than Apache.

Both the masters and apprentices improved their language skills during the project. There is now increased awareness amongst project participants regarding the importance of learning and speaking Apache.

Tribal youth began taking language materials home with them to share with their families. Many of the language classes are targeted at youth, so their vocabulary is now conversational rather than word-specific.

The language department hopes to bring the newly developed classes and materials to the schools in order to begin teaching the newest generation of Apache speakers.

"I learned that it is important to take the language home."

Ruby Morgan, Apprentice

RAMAH NAVAJO SCHOOL BOARD, INC.



Project Title:	Ramah Navajo Foster Family Project
Award Amount:	\$358,268
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 40 elders involved
- 60 youth involved
- \$1,500 in resources leveraged
- 31 individuals trained
- 39 partnerships formed

BACKGROUND

Approximately 4,000 Ramah Navajos live in the Ramah Navajo community in eastern New Mexico, geographically separated from the Navajo Nation by roughly 100 miles. The community is split between two small sub-communities, Pine Hill and Mountain View, located 22 miles southeast of the village of Ramah, New Mexico, 140 miles west of Albuquerque and 65 miles southeast of Gallup.

The Ramah Navajo School Board, Inc. (RNSB) operates several health and education programs in Pine Hill, including: K-12 schools, early intervention, Head Start, continuing education, higher education programming, and health and wellness centers, amongst others.

Prior to this project, however, RNSB did not have a foster care program. Due to a lack of local Navajo foster homes, many Ramah Navajo children are placed in off-reservation homes or residential settings, the closest being 65 miles away, which increases the placement processing cost and limits opportunities for the youth to visit with their biological parents.

PURPOSE AND OBJECTIVES

The purpose of the project was to establish a new foster family program within Ramah Navajo Social Services to prevent family breakups, reunite families when possible and follow all legal standards when children must be placed outside their families of origin.

The project's first objective was to establish the foster care program's internal infrastructure. Two project staff were hired and immediately began completing the office's policies and procedures manual, which staff completed by July, 2006. Staff then developed a training manual for foster parents that included lesson plans on CPR, life skills, first aid and child passenger safety. The curriculum parallels the Child Welfare League of America's PRIDE

Training curriculum but includes culturally appropriate activities and stories to improve its relevance to the Ramah Navajo community. To ensure compliance with national foster parent standards, the curriculum also includes forms for emergency numbers, incidental costs, behavior records, family visitation records, incident reports, clothing records and a family vacation packet.

The second objective was to license seven foster parents from the community. Staff raised awareness of the program's existence by delivering three pre-training presentations to twenty community members. Staff then trained and licensed twelve foster families, seven of which continued as foster parents after the project ended. The newly licensed families include one emergency placement home and one special needs home.

The third objective was to place two to eight Ramah Navajo children in licensed Ramah Navajo foster homes. Using the newly developed protocols, staff successfully placed eighteen youth with long or short-term foster parents from the community.

The project's final objective was to deliver family rehabilitation training with the placed youths' families of origin. Staff delivered rehabilitation sessions every two weeks for two hours to thirteen individuals from participating families. The trainer developed visitation agreements and established regimented calendars with the parents. The sessions addressed concepts such as relationships, clanship, active listening, effective communication and family trees. The goal of these sessions is to strengthen the relationship of the biological family members.

Staff faced significant challenges while implementing the project. Recruitment was a continuous challenge, as several certified families left the program and new families

had to be recruited. Further, the family background security check process was lengthy as the program sought information from sixteen different county, state and federal agencies.

OUTCOMES AND COMMUNITY IMPACT

The eighteen children placed within the Ramah community benefit emotionally as they retain physical contact with their family and existing support system. Their ability to remain in the community also strengthens their sense of place and cultural identity. Further, staff reported that children placed within the community have a higher incidence of reunification with their biological parents. The children's biological families benefit from the rehabilitation sessions, the ability to visit their children more frequently and have more input on where to place their child and how to handle their cultural rites of passage.

The Ramah Department of Social Services benefits through cost savings due to the close proximity of the placements, which reduces travel and other costs. In addition, the department can now offer more services to the community.

To maintain the program, RNSB incorporated the foster care services into the Department of Social Services.

“This program helps biological parents gain an understanding of themselves and improve their family relationships.”

Sherry Henio
Family Rehabilitation Worker

COHARIE INTRA-TRIBAL COUNCIL, INC.



Project Title:	Community Health Navigator to Assist in Understanding Medication and Medical Instruction
Award Amount:	\$127,095
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 7 elders involved
- 21 youth involved
- \$18,885 in resources leveraged
- 147 individuals trained
- 17 partnerships formed

BACKGROUND

The Coharie Tribe is a state recognized tribe located in eastern North Carolina, 70 miles southeast of Raleigh. The area is rural and economically depressed due to the decreased demand for tobacco products and the closing of numerous textile mills. The Tribe has roughly 2,530 enrolled members, with approximately 1,650 living in Sampson and Harnett counties in 4 distinct communities.

As a state recognized tribe, the Coharie do not qualify to receive services from the Indian Health Service, and must rely on the health services that serve the general public. These services are often unaffordable, culturally inappropriate, and unavailable in extremely rural areas. Due to the economic

hardship facing the two counties, many families do not have health insurance and are therefore unable to receive health care and purchase preventative medicine. In addition, many tribal members, especially elders, have serious medical problems but cannot access health care resources.

PURPOSE AND OBJECTIVES

The purpose of the project was to assist members in understanding the health care system, provide information and training on healthy living, and develop a comprehensive health resource manual.

The project's sole objective included all three of the above pieces. Project staff included a community health outreach coordinator who was responsible for organizing community clinics and workshops and working with the community to address their health needs. The coordinator developed an assessment survey to determine tribal members' health requirements. After reviewing the 71 returned surveys, project staff organized a community meeting to further discuss problems and potential solutions. The outcome of the meeting was the desire for

the project to focus on seniors who have difficulty understanding their diagnoses, prescriptions, and medication doses.

Project staff also included a health navigator who provided services such as transport to and from doctors' offices and assistance during provider visits. Based on the results of the survey and community meeting, the health navigator focused on providing services to tribal elders. As a registered nurse, she was able to help elderly patients understand their diagnoses, prescriptions and treatment options. As a tribal member, she also provided culturally appropriate advice to patients and served as an intermediary between tribal elders and their doctors. Over the course of the project, the health navigator worked with more than 65 tribal members, increasing their access to health care, knowledge of medications, and confidence in their doctors' diagnoses.

The outreach coordinator also organized four clinics and five workshops. The workshops were open to all tribal members and were mainly educational, often including presentations by representatives from local health organizations, doctors and dietitians. Clinics focused more on the delivery of medical services such as diabetes screenings and blood pressure tests. Both the workshops and the clinics were well-attended, with project staff reporting over 100 participants.

Finally, the coordinator also worked to develop a Healthcare Access Manual. The purpose of the manual is to make tribal members aware of the health services available in the local community. The document includes listings of, and contact information for, local hospitals and providers, including specialists.

OUTCOMES AND COMMUNITY IMPACT

This project greatly benefited tribal elders. Their trust in the health navigator facilitated

open communication regarding their conditions. Where elders previously did not want to speak with their doctors, they now feel more comfortable given the presence of the health navigator at their appointments. Project staff noted improved health for some of the elders using the project's services, and the discovery of previously undiagnosed illnesses. The project also reduced some of the health costs by providing elders access to free transportation, medication samples and discounted medical supplies.

The project increased tribal members' education through the clinics and workshops. People are now more aware of what services are available due to the Healthcare Access Manual, and are also able to take advantage of discounted rates. Tribal members discussed their health problems more readily during the clinics, as they felt more comfortable in the environment. Tabatha Brewer, the outreach coordinator, stated, "People have realized where they can go, that there is help, that they need to pay attention to their bodies, and what resources are available."

Local doctors are thankful for the project because their diagnoses are better understood and adhered to. The project improved the delivery of their services to tribal members. They also have time to see more patients, as the health navigator helps explain their diagnoses, saving time during visits.

The health navigator program was so successful in the Coharie community that project staff shared it with three other tribes implementing similar projects.

TUSCARORA NATION OF INDIANS OF THE CAROLINAS



Project Title:	Community Assessment to Establish Baseline Data
Award Amount:	\$95,635
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- 35 elders involved
- 20 youth involved
- \$6,480 in resources leveraged
- 40 individuals trained
- 16 partnerships formed

BACKGROUND

The Tuscarora Nation of Indians of the Carolinas is not a federally recognized tribe, and therefore operates as a nonprofit organization. There are currently 750 band members living within a 20-mile radius of the town of Maxton in south central North Carolina.

South central North Carolina is suffering a severe economic downturn due to the decline of both the tobacco and textile industries. Tribal members, who made their living by farming and working in factories for decades, now find themselves unemployed. Many do not have the education or skills necessary to seek jobs elsewhere. The illiteracy rate of members is

high and has been estimated at 67%. As a result of these challenges, the Tribe lacks the organizational capacity for social and economic self-sufficiency.

PURPOSE AND OBJECTIVES

The project was the result of a tribal strategic planning session. The purpose of the project was to build the organizational capacity of the Tribe to respond to members’ social needs.

The first objective was to develop and conduct a comprehensive community assessment to establish a tribal demographic profile. The project coordinator partnered with the Nor El Muk Band of Wintu Indians in California and the Washoe Tribe of Nevada and California to develop two surveys. Project staff also consulted with local agencies for advice on survey development. One survey was used to record language and cultural information, while the other was strictly a demographic survey. Trained volunteers administered the survey by going door to door, collecting a total of 85 surveys. Once staff members began tabulating the data, they realized the surveys’ significance in identifying the needs of tribal members, many of which focused on adult education. In response,

project staff partnered with Richmond Community College to provide tribal members with literacy and GED classes, and have now served over 35 people.

Objective two focused on establishing an administrative office and developing 12 policies and procedures. The tribal office was established in the first months of the project and also serves as a community center, including areas for holding community events and a kitchen, as well as project staff offices. The project coordinator contacted other tribes in the area to seek advice in developing tribal policies and procedures. Over the course of the project, staff developed eighteen personnel policies, three property and procurement policies, and two financial policies. The tribal council received training on the new policies and subsequently adopted them.

The third objective of the project was to develop a community resource directory. The cultural survey included a tool to assess tribal members' access to services, and results indicated many tribal members lacked access to health care, education and youth services. Based on the survey results, project staff scheduled meetings with local, state, and federal agencies who provide services in these areas to discuss available assistance and the criteria for access to the programs offered. Project staff developed sixteen partnerships with agencies that provide services in the following areas: addiction and crisis intervention; Headstart programs; parental skill building; computer skills training; summer youth programs; and literacy and job skills training. Project staff then created a resource directory listing agency services and contact information to distribute to tribal members.

OUTCOMES AND COMMUNITY IMPACT

The creation of a tribal center provides tribal members with a facility they can use for gatherings and events, which increases

community cohesion. The space is also used for the literacy and GED classes. Tribal members are proud of the center, and the project coordinator feels this has bolstered their self-confidence.

The policies and procedures training increased the tribal council's capacity for tribal management and governance. The project served to broaden their minds as to the future goals of the Tribe. At the project's end, the council was a much stronger unit with increased confidence and direction.

After the project's completion, the Tribe was unable to maintain the lease on the tribal center building, and therefore lost the space. The tribal council is currently researching opportunities for loans and grants to purchase another building.

“The project has been good for me. I didn't get much education. It's been 40 years and I am now coming back to [my] education.”

Joseph Brooks, Tribal Chief

INTER-TRIBAL ECONOMIC ALLIANCE



Project Title:	Business Development and Business Support Project
Award Amount:	\$864,219
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 3 Native American consultants hired
- 5 individuals trained

BACKGROUND

The Intertribal Economic Alliance (ITEA) is a nonprofit tribal leaders' organization established in 2001 to create jobs and economic development for Indian reservations, Alaska Native Villages and Native Hawaiian Homelands. ITEA's mission is to use the economic and political power generated by intertribal business cooperation to create 200,000 sustainable jobs in native communities by 2010.

One of the most critical needs on reservations is to create sustainable jobs in order to reduce poverty and societal ills, and promote economic development. ITEA creates multi-tribal companies and reservation-based tribal businesses in varying industry areas. The multi-tribal firms obtain large federal and commercial contracts, and then subcontract all of the work to the tribal businesses, creating jobs on reservations. In 2002, ITEA created the first multi-tribal company, the Intertribal

Information Technology Company (IITC), owned by seven tribes, two Alaska Native Villages and one Native Hawaiian Homeland.

PURPOSE AND OBJECTIVES

The purpose of the project was to provide the tribal businesses under IITC's contracts with the necessary tools to ensure they succeed in creating sustainable jobs for economic development.

The project's first objective was to establish an employee support network by negotiating teaming agreements between tribal governments, the multi-tribal companies, and the tribal businesses. The project plan included a target number of 50 teaming agreements over the course of the three-year project. The structure for negotiating the teaming agreements was not in place at the beginning of the project, as there were not many tribal businesses participating. Project staff therefore spent the first year recruiting tribal businesses and the second year attempting to recruit individual tribes. Staff found that most tribal businesses and Tribes lacked the capacity to become part of IITC's contracts. Despite this situation, project staff established ten agreements in the first year and two additional agreements in the

second for a total of twelve during the project.

Objective two was to identify potential federal contracts IITC could pursue in order to create 2000 jobs for the tribal businesses. The project's marketing coordinator was unable to identify any contracts during the project.

Objective three was to develop and implement an education and training program to increase the job sustainability and skill levels of the tribal business employees already working under an IITC contract. Project staff developed an idea to create a virtual network, however this did not materialize during the project and no training was conducted.

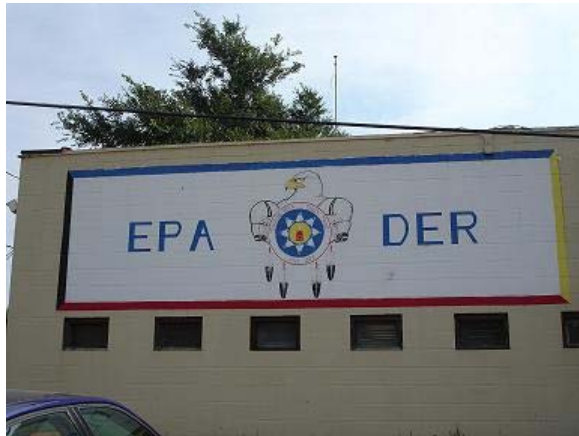
The project's fourth objective was to expand ITEA's administrative and management capability. Project staff held several round table discussions during the first year to discuss potential partnerships, however no partnerships were created. During the project ITEA strengthened its ability to communicate with tribes, tribal businesses and federal agencies.

Project staff generally found it difficult to determine a method of how to implement the project. This, combined with a late start, resulted in the project not meeting its targets and objectives.

OUTCOMES AND COMMUNITY IMPACT

During the project, the twelve tribal businesses which established teaming agreements received mentorship from other federal contract companies. The companies aided the tribal businesses in setting up corporate and subcontracting structures. The businesses increased their capacity in areas such as technical infrastructure, work conditions, and installation of their own internal network servers.

STANDING ROCK SIOUX TRIBE



Project Title:	SRST Environmental Regulatory Compliance and Enforcement Project
Award Amount:	\$154,808
Type of Grant:	Environmental
Project Period:	Sept. 2006 – Jan. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- \$8,460 in resources leveraged
- 19 individuals trained
- 4 partnerships formed
- 3 environmental codes/regulations/ordinances developed

BACKGROUND

The Standing Rock Reservation is located on the border of North and South Dakota in Sioux County and Corson County. The reservation has a land base of approximately 2.3 million acres of land and a population of approximately 8225. The Standing Rock Sioux Tribe (SRST) is comprised of the Hunkpapa Lakota, Santee Dakota, and Yanktonai Dakota.

There are eight political districts on the reservation, including Long Soldier, Cannonball, Porcupine, Kenel, Wakpala, Running Antelope and Rock Creek.

As environmental issues on the reservation have become more evident in recent years,

the need for an environmental enforcement and compliance office became apparent.

Many incidents have adversely affected the environment on the reservation and surrounding areas while also violating environmental regulations. The SRST is not currently able to effectively enforce the Federal and Tribal Environmental Laws, and wants to develop a plan enabling the Department of Environmental Regulation to involve the Tribal Court System and establish a process of imposing fines on violators.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop and enhance the program capacity and regulatory capabilities of the Tribe’s environmental regulation department.

The first objective sought to strengthen existing environmental laws, codes and ordinances as well as create at least three new environmental regulations, including an underground storage tank code and a hazardous waste code. The first objective also included activities to establish a compliance and enforcement office for the Tribe. Due to problems hiring staff, the project began three months late. A planning

committee met monthly and sent information to tribal members updating them on the project’s progress. Project staff collaborated with consultants to complete a revised draft of the hazardous waste, underground storage tank, and environmental compliance and enforcement codes. The draft was to be submitted to the tribal council for review, but due to elections in the fall the project coordinator was unable to present the document before the original project end date in September. The project therefore received a four-month extension to present the draft to the council. Currently, the codes are being processed through the Tribe’s legal system, and have not yet been adopted.

Project staff organized four public meetings in different areas of the reservation to seek input from community members regarding the changes and new developments. There was also a biweekly radio show on the tribal radio station to solicit comments from the public, and the project coordinator published two articles in the Tribe’s newsletter. There is space established within the Tribe’s natural resource department to serve as the compliance and enforcement office, however it was not operational at the close of the project.

The second objective sought to create a tribal environmental enforcement and compliance plan. Project staff completed the plan and submitted it to the tribal office for review. The plan was not implemented during the project period, as it was not yet approved.

The project also provided training to staff members and tribal departments on code and regulation implementation. The project director received training in code enforcement, environmental inspection, and hazardous waste operations and emergency response.

OUTCOMES AND COMMUNITY IMPACT

The tribal community expressed their full support of this project, recognizing that once the new and updated codes and regulations are implemented, the health of the community will be improved. Tribal members are more aware of the environmental rules and regulations that apply on the reservation.

Tribal department staff members benefited from the training they received, which increased their knowledge of the Tribe’s environmental codes and ordinances.

“Once enforcement begins, the health of the community will be improved.”

Randal Eagleshield, Project Manager

CHEROKEE NATION



Project Title:	Cherokee Nation Program of All-Inclusive Care for the Elderly (PACE)
Award Amount:	\$250,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 business created
- 2 elders involved
- 5 youth involved
- \$11,000 in revenue generated
- \$750,000 in resources leveraged
- 3 individuals trained
- 12 partnerships formed

BACKGROUND

Since 2002, the Cherokee Nation has worked to establish a Program of All-Inclusive Care for the Elderly (PACE) in Tahlequah, so that frail, low income elders in the service area can remain in their homes rather than being placed in elder care institutions. PACE programs are managed care programs reimbursed on a fixed per member per month rate. In return for this fixed payment, a PACE center must provide 100% of the services its members need, including transportation to the PACE facility. Payment comes from Medicare, Medicaid, and occasionally the individual.

Between 2002 and 2007, the Cherokee Nation built the PACE Center; negotiated operating agreements with federal and state authorities; and developed preliminary plans, procedures, and protocols. The Nation provided 14 acres of land and \$1.7 million in seed money to set up the Center, and the first year's operating budget of \$750,000.

PURPOSE AND OBJECTIVES

The purpose of the project was to enable project staff to refine PACE center policies and procedures, conduct staff training, and educate the community about PACE in the tribal service area.

The project's first objective was to create and refine policies and procedures in the areas of governance, administration, clinical quality assurance, privacy, and compliance. Many of these policies and procedures were created with the help of Palmetto Senior Center consultants before the project period, and they were completed and approved by the Cherokee Elder Board and the Oklahoma Health Care Authority (OHCA) one month into the project.

The project's second objective was to enroll the first patient into the PACE program by the project's final month. To complete the objective, administrators hired a Quality Assurance (QA) Coordinator and a Community Education Liaison (CEL), who were to design a quality assurance program and an education campaign to attract patients. In January, the new staff members, along with the center's social worker, received training in multiple PACE-specific topics, geriatric care and marketing. The staff also learned PACE program administration and reporting procedures for the Centers for Medicare and Medicaid Services (CMS).

Between January and the project end date, the CEL conducted 57 outreach activities, speaking at community and professional meetings, presenting at conferences, and conducting tours for interested community groups. The CEL mailed 40,000 postcards to area residents, initiated a local radio campaign, ensured that articles were printed in 4 local newspapers, put two "moving billboards" (decorated service vans) into operation, and educated local doctors about the program. The first patient was enrolled on August 1, 2008 and 2 patients were enrolled by project's end.

The project's third objective was to sign an interim rate agreement with the OHCA to authorize the PACE Center and promote local control and decision making. This was signed in July 2008. The Tribe then signed a contract with CMS, and the PACE program began operations.

OUTCOMES AND COMMUNITY IMPACT

Cherokee Elder Care is the first rural PACE center in the United States, the first in Oklahoma, and the first operated by a tribe. By project's end, 2 patients had enrolled, and the center was on target to enroll 16 members by January 1, 2009. Program managers expect the program to reach

profitability, with 117 patients, by 2010. The elders participating in the program receive transportation to the center and all medical appointments, and receive home healthcare, including meals and care of their houses. The program addresses social isolation and provides social opportunities for participants. According to the project director, "They continue living at home, and feel connected to their families and to the lives they've led. Their families, particularly children, benefit from the stories and wisdom that elders provide. The program also helps caregivers by allowing them to work, and there is less strain on the Tribe's and state's healthcare systems."

The center's new eighteen-member staff is highly optimistic about the program, and program managers have initiated plans to open three more PACE centers in the service area over the next seven years. These plans are consistent with the Cherokee Nation's goal of keeping more elders in the community and at home, strengthening families, communities, and keeping Cherokee culture vibrant.

"PACE can work in a rural setting, and it can work with tribes, because 90% of seniors want to stay in their homes!"

Ben Stevens,
Cherokee Eldercare Director

CHOCTAW NATION OF OKLAHOMA



Project Title:	Choctaw Nation Healthy Marriages/Healthy Kids Project
Award Amount:	\$440,936
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 2,762 elders involved
- 2,301 youth involved
- \$156,574 in resources leveraged
- 670 individuals trained
- 22 partnerships formed

BACKGROUND

The Choctaw Nation, a federally recognized tribe in southeastern Oklahoma, has a membership of 160,052 people, 69,000 of which reside in its 10½ county service area. The Tribe has an extremely rural service area, with no major cities within its boundaries. The rugged, mountainous terrain and poor highway system make it difficult for people to access services unless offered close to their homes.

In the Nation's service area, the divorce rate in all but one county exceeds the national divorce rate, and rates of teen pregnancy are also higher than national averages. Other social problems include substance abuse, addiction, and high rates of child abuse and neglect.

PURPOSE AND OBJECTIVES

The purpose of the project was to address the Nation's social problems by increasing knowledge among service area Native Americans about the personal and social benefits of healthy marriage, and developing skills needed to maintain healthy marriages and provide safe environments for children.

The project's first objective was to create awareness of project goals and activities through outreach and promotion. To complete the objective, project staff conducted 244 speaking engagements for 6,651 people at community events, schools, churches, and domestic violence shelters, with various local and tribal coalitions, and civic and religious organizations. Staff gave 42 presentations to 572 participants at 13 Head Start project locations; published 76 news articles in Tribal and local newspapers; provided 18 project updates on the Choctaw website; and used billboards, brochures, flyers, and a youth poster-making contest to reach community members.

The project's second objective was to form twenty partnerships with local and state agencies and organizations in order to

provide additional resources for the healthy marriage initiative. Staff formed 22 partnerships, which contributed to project goals by providing referrals; promoting the project among their constituencies; supplying meeting and training sites; and helping with marriage enrichment activities.

The third objective was to facilitate the development of healthy relationship and parenting skills, attitudes, and behaviors through Prevention and Relationship Enhancement Program (PREP) Training, parenting courses, and marriage enrichment activities. Over three years, 539 people completed PREP workshops at various sites located in the service area; 131 participants went to 54 parenting workshops; and 5,177 people attended 138 marriage enrichment activities such as ceremonies honoring elder couples at festivals, dances, powwows, cookouts, storytelling sessions, challenge courses, and team building activities.

Objective four was to incorporate a marriage enrichment component into the counseling, treatment and family support components of the Choctaw Nation’s Behavioral Health programs. PREP-trained counselors provided 632 relationship counseling sessions for 116 clients at the Chi Hullo Li substance abuse treatment program for women with children; 20 sessions for 73 participants at the Choctaw Nation Recovery Center; and 832 sessions for 832 clients in the Nation’s Behavioral Health Division. Fifty seven Chi Hullo Li clients also received 124 parenting sessions.

OUTCOMES AND COMMUNITY IMPACT

At least 9,205 people, including couples, parents, children, and elders, took part in this project. Project staff believes that thousands of others heard about the project through local and tribal news media or discussions with family members, friends, and other community members.

To assess the project’s benefits, staff spoke with and surveyed couples, individuals, parents, and children throughout the project’s duration. They learned that the PREP training enabled married couples and single participants, from both stable and at-risk home environments, to discover new communication techniques; learn about problem solving; manage conflict; and create more fun, friendship, and intimacy in their marriages and relationships.

Couples cited improved listening skills, stronger commitment to their partners, and “an end to the cycle of domestic violence” as positive project results. According to Mary Ayn Tullier, project coordinator, “many learned to appreciate one another more and have more fun in their marriages, and men became more communicative and involved with their families.” Couples also learned to reduce the stress that parenting placed on their marriages, and parenting course participants learned to encourage more cooperation, responsibility, and higher self-esteem in their children.

Though the project has ended, project staff members and counselors trained in PREP will remain employed with the Nation. The Chi Hullo Li substance abuse program will continue PREP training under the name “Within My Reach” for pre-existing clients.

“People have told us ‘You saved our marriage.’ One couple, after 30 years of marriage, almost split, but they came back from the brink...”

Barbara Brown,
Marriage Education Specialist

CITIZEN POTAWATOMI NATION



Project Title: Project SNAFU (Saving Native American Family Units)

Award Amount: \$447,832

Type of Grant: Social and Economic Development Strategies – Family Preservation

Project Period: Sept. 2005 – Sept. 2008

Grantee Type: Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 10 elders involved
- 263 youth involved
- \$49,460 in resources leveraged
- 472 individuals trained
- 22 partnerships formed

BACKGROUND

The Citizen Potawatomi Nation (CPN), headquartered in Shawnee, Oklahoma, is the ninth largest federally recognized tribe in the United States. In 2004, the Tribe had a resident population of 11,011 people and 24,953 individuals on its Tribal enrollment. Between 1971 and 2005, the Nation went from having a yearly budget of \$550 to being the largest employer in Pottawatomie County, with 980 full-time employees.

In recent years, the Nation has expanded its health clinic, built and managed an award-winning after-school child development facility, constructed a Nutrition and Wellness Center (including facilities for

tribal elders), and completed a 47,000 square foot Cultural Heritage Center.

PURPOSE AND OBJECTIVES

The purpose of Project SNAFU was to assist Native American families in crisis by providing practical strategies to foster healthy families and healthy marriages.

The project’s first objective was to develop project policies and procedures, and to create curricula for interactive, culturally-sensitive relationship-building and parenting workshops. Project staff first developed a system by which Tribal agencies, the Tribal court, a coalition of local tribes in the area, and community service agencies referred parents, couples, and individuals to the trainings. Program trainers received training from the Oklahoma Marriage Initiative (OMI) in how to facilitate the workshops, and were able to adapt two curricula - the Prevention and Relationship Enhancement Program (PREP) and Systematic Training for Effective Parenting (STEP) – to the needs of the CPN community. Staff recruited participants through billboards, flyers, mailings, an email listserv, and referrals. In the project’s first year, the team

also developed a three-part DVD featuring Tribal elders discussing experiences and lessons learned during decades of marriage.

The project's second objective was to assist at least 80% of project participants to improve their communication skills, marital relationships, or relationships with children; to reduce stress and anxiety in their lives; and to enhance the quality of their lives by providing relationship skills training. Participants included single, common law, and traditionally married parents, step-parents, and grandparents who were filing for divorce; receiving financial assistance from the Tribe; participating voluntarily; or were referred by tribal or community agencies. Over the three-year project period, staff worked with project partners to conduct PREP training for 189 people and STEP or other parenting training for 20 participants. The PREP training, conducted on eleven separate occasions, generally consisted of one-day workshops promoting communication and relationship skills enhancement. STEP training was more personalized, occurring over ten or more weeks to accommodate the needs and busy life schedules of participants. For both types of training, staff provided daycare and other specialized services for participants, enabling more people to attend the training. For example, 55 foster care parents were able to take part in PREP training while the children were in daycare, and 6 participants in the Defiant Teens juvenile intervention program received one-on-one STEP training. Project trainers also collaborated with the Citizen Potawatomi Nation Employment Training Department to offer a 3-hour presentation on positive relationship skills and teen dating issues to over 263 youth at a Native American youth leadership conference and follow-up session.

Project staff had some difficulty attracting participants to both the PREP and STEP programs, due to competition with the OMI

and because tribal ordinances did not mandate court-ordered participation as expected. Moreover, staff was unable to recruit a volunteer to run the program in the Nation's Rossville community, resulting in fewer project participants than originally planned.

OUTCOMES AND COMMUNITY IMPACT

Qualitative data from pre- and post-training surveys indicated that nearly all participants felt they had improved their communication skills, and they intended to use the tools learned during trainings to improve communication in their marriages and family relationships. Couples learned how to reduce conflict with one another and their children by breaking cycles of ineffective communication; single parents became more aware of the need to choose partners who considered the well-being of their children; and foster parents learned various approaches to assist in raising children. Youth involved in the training discussed dating issues and learned how to make positive choices in their lives.

Project staff did not quantitatively assess the extent to which participants improved their communication skills, nor did they devise criteria to ascertain whether, how, or the extent to which the quality of participants' relationships improved. Given, however, that 946 people participated in the project, and that the 209 STEP and PREP training participants reported some improvement in communication skills, staff was confident that the project had a meaningful impact on the community. The Citizen Potawatomi Nation will continue to include PREP and parenting classes in its wider social service agenda.

EUCHEE TRIBE OF INDIANS



Project Title:	Euchee Community Planning Project
Award Amount:	\$118,070
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- 1 Native American consultant hired
- 51 elders involved
- 40 youth involved
- \$3,695 in resources leveraged
- 8 individuals trained
- 8 partnerships formed

BACKGROUND

The Euchee (also spelled Yuchi) Tribe of Indians is not a federally recognized tribe, and therefore operates as a nonprofit organization. The Euchee Tribe’s traditional lands spanned what is now Tennessee, Georgia and Alabama. A series of forced removals began in 1825 and ended in the 1850s, with the majority of Euchee community members currently residing in the Tulsa area of Oklahoma. Tribal records approximate that 2,400 people claim Euchee descent, although current tribal enrollment is only 150 people. Due to their non-federal status, many Eucheas have enrolled with neighboring tribes, including the Muscogee Creek Nation and the Absentee Shawnee Tribe, in order to access benefits and

services. However, the Euchee community continues to maintain their distinctive cultural and social institutions, including ceremonies, traditions and unique language.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop a Euchee Community Plan that is based upon the Tribe’s cultural, traditional and community values.

The project’s first objective was to complete a community assessment survey to identify the needs and concerns of Euchee tribal members. To complete the objective, project staff first developed a mini-survey to solicit general community input. By operating an information table at a local cultural festival, project staff gathered 64 responses to the mini-survey which assisted them in narrowing the scope of the more comprehensive assessment survey to topics such as cultural preservation. Community members then participated in staff-led focus groups to develop the assessment survey questions. Project staff trained eight community interviewers to conduct door-to-door survey interviews. Overall, interviewers completed 203 surveys with Euchee community members.

The project's second objective was to complete a Euchee Community Plan to address the needs identified from the assessment survey. Project staff first analyzed the survey results and identified the top needs of the Euchee community, which are: 1) attaining federal recognition, 2) preserving and revitalizing the Euchee culture, and 3) creating jobs. To address the top needs, project staff developed action plans that comply with the Tribe's strengths and weaknesses, as identified by community members in their survey responses. Finally, project staff utilized the survey analysis to develop narrative on the Tribe's current demographics. A draft community plan, which incorporated all quantitative and qualitative information developed during project activities, was then presented at eleven community meetings to procure feedback. Project staff incorporated the suggested changes into the document, and then presented a finalized version of the Euchee Community Plan to the Tribal Council within the project timeframe.

OUTCOMES AND COMMUNITY IMPACT

For the Euchee community, participation in the survey completion and Community Plan review process fostered an environment of empowerment. Community members, including numerous youth and elders, set the vision for their community on issues they want addressed. Jerilyn Freeman, Project Assistant and Euchee tribal member, shared, "Prior to this project, we had general ideas of the community's needs, but we had nothing to substantiate that status. Now we have the data, the knowledge and the understanding of what our community needs and how they want to move forward. We know that the Euchee desire to have recognition and to learn their history, language and customs." Robert Allen, a member of the Sand Creek Euchee community, added, "All of the ideas in the

plan sound good, and I hope that we can accomplish all of them."

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

IOWA TRIBE OF OKLAHOMA



Project Title:	Bah-Kho-Je Language Implementation Project
Award Amount:	\$118,991
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 5 elders involved
- 22 youth involved
- \$29,747 in resources leveraged
- 8 individuals trained
- 8 partnerships formed
- 6 native language classes held
- 5 language teachers trained

BACKGROUND

The Iowa Reservation lies on 2,465 non-contiguous acres in the Cimarron River Valley of north-central Oklahoma, spread in a checkerboard fashion across Lincoln, Logan, and Payne counties. The Iowa Tribe has 520 enrolled members, of which 403 reside in Oklahoma.

The Tribe’s Bah-Kho-Je (also called Ioway) language has been in a state of decline for at least three generations; only 11% of tribal members know twenty or more words in the language. Most of these are elders. A 1997 survey showed that the Tribe had only five to seven members who could be deemed

fully fluent. An informal survey of tribal elders conducted just prior to this project revealed that all but one had passed away.

PURPOSE AND OBJECTIVES

The purpose of the project was to preserve the Bah-Kho-Je language and ensure its continued vitality by increasing tribal members’ knowledge and use of the language, and by encouraging its use in social and traditional contexts including ceremonial events, prayers, and dances.

The project’s first objective was to develop, print and disseminate Bah-Kho-Je language teaching materials, thereby increasing the number and quality of language materials available to tribal members. To accomplish this, project staff produced over two hours of audio recordings on four tapes; catalogued and archived pre-existing tribal audio recordings; and prepared three books for tribal youth. On the tapes, Ioway speakers recorded words, short phrases, stories, songs, and prayers. The children’s books include a number book with animals, an alphabet book with familial relations, and a coloring book with fruit and vegetables.

The project also fostered Ioway language learning by offering six training sessions for

five teachers interested in passing on the language, and by providing various “passive immersion” opportunities for tribal members. The teacher training sessions, conducted by an Oklahoma State University (OSU) linguist, focused on Bah-Kho-Je pronunciation, writing system, and basic conversation. Project staff provided additional immersion opportunities by producing tribal signs, monthly cafeteria menus, and newsletter masthead in the Ioway language, and by placing greetings, short phrases, food and clothing names, and other basic words and expressions in the monthly Tribal newsletter. In addition, the project director educated youth about the Ioway language at an annual youth awards banquet.

Objective two was to obtain six phraselators and work with speakers of the language to record Bah-Kho-Je words, phrases, songs, and prayers. Phraselators, hand-held devices that use speech recognition technology, allow users to hear pre-recorded words in one language by speaking equivalent words in another language into the devices. For the Iowa Tribe, this would enable members to hear Ioway words by speaking counterpart English words into the phraselators. Though the Tribe acquired the phraselators and trained three people in their use, the project director did not oversee planned efforts to enter the Ioway language into the devices, and therefore the objective was incomplete at the end of the project timeframe.

OUTCOMES AND COMMUNITY IMPACT

Many of the project’s successes occurred during the last two months of the project and during a 3-month no-cost extension period, when two Oklahoma University Native American Studies professors with knowledge of Ioway language and culture took over the project. During their brief tenure as co-directors, they documented

their predecessor’s accomplishments; restructured Tribal archives and catalogued existing language materials; and developed and assembled all of the teaching materials produced by the project.

According to current project staff, many tribal members benefited from the project, and many have become more committed to preserving and revitalizing the language. Children gained greater cultural awareness, and elders had the chance to share knowledge with people from younger generations. According to the OSU linguist who facilitated the teacher training sessions, the five individuals participating in these sessions may have gained the most from this project: “They learned to have a real understanding of the values behind the words and what they meant in the context of Iowa life...their knowledge of Bah-Kho-Je was re-awakened.”

The books produced by project staff will be placed in the language archives of the Tribal Library and the Tah-Je-Weh-Che Childcare Center. The books and audiotapes will enable future generations to learn the Ioway language.

After the conclusion of the funding timeframe, project staff continues to record, catalog, archive, and produce language learning materials, thereby ensuring the sustainability of project benefits.

KAW NATION



Project Title:	Kaw Nation Information Technology Project
Award Amount:	\$346,012
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 45 elders involved
- 40 youth involved
- \$22,140 in resources leveraged
- 90 individuals trained
- 24 partnerships formed

BACKGROUND

Originally from an area that is now Kansas, the Kaw people were relocated to their present territory in Oklahoma in the 1870s. The Kaw are also known as the 'Kansa', from which the name Kansas is derived. Based in Kaw City, the Kaw Tribe has 2,787 enrolled members.

In February 2005, the Tribe established an Information Technology (IT) Department. The new IT Director, after speaking with Tribal program directors, employees, the Tribal General Council, and members of the community, saw that many improvements were needed. All but three of the Tribe's computers were using outdated operating systems; the Nation did not own licensing for its software; and there was no common data tracking software to allow data retrieval

or the sharing of data or statistical information. Tribal departments were not safeguarding data to a server, and there was an ongoing risk of losing records and information. Moreover, many Tribal programs were in critical need of hardware and software updates.

PURPOSE AND OBJECTIVES

The purpose of the project was to overhaul and upgrade the Tribe's information technology system, so that employees in the Kaw Nation's 24 departments could better serve Tribal members. To do this, project staff deemed it necessary to adopt a new IT philosophy (from vertical/functional to horizontal/integrated); update tribal IT protocols, policies, and procedures; purchase new computer equipment, cabling and infrastructure; and train tribal staff members in the use of new systems.

The project's first objective was to assess and inventory all tribal program software, hardware, and current data tracking systems; and to develop an IT Strategic Plan. Project staff visited all the tribal offices and inventoried all equipment, meeting with all program directors to assess needs for equipment and data tracking. This information, and the information gathered

through training needs questionnaires filled out by department heads, was used to develop an IT Strategic Plan.

The second objective was to research and compare product costs, purchase needed products, prioritize tasks for implementation, and complete a pilot test on the networking system. The IT director researched and compared prices for the server, hardware, software, cables, and installation, and bought and installed new hardware and software. The Tribe purchased or upgraded 120 computers, provided 15 old computers to the Tribal Youth Program, and installed new operating systems, anti-virus software, office software, and other software programs specific to each department's needs. Networking consultants installed the servers and cables and provided consultation on the system. Project staff set up a networking system on a password-protected server, enabling tribal employees from two departments to share and back-up documents and data.

The third objective was to extend the shared network and data tracking system to all tribal departments, train Kaw Nation staff on program-specific data tracking systems, and develop an IT standards, policies, and procedures handbook to be adopted by the Executive Council. Program staff brought all 24 departments into the network, trained all 24 program directors and 90 staff members in the functional applications of the new equipment and software, and wrote a manual providing standards, policies, and procedures on internet usage, email usage, and other IT-related topics. The Tribe also upgraded its website, enabling tribal members to contact tribal departments with questions, suggestions, and comments.

The primary challenge encountered by the Kaw Nation during project implementation was getting telephone companies to install T-1 lines in the rural community where the

Tribe is located. The Tribe's IT director overcame this by contacting officials at the Federal Communications Commission, who compelled the companies to install the lines. They were installed in late 2008, after the project period ended.

OUTCOMES AND COMMUNITY IMPACT

The Tribe now has 135 computers, all with upgraded office programs, operating systems, and anti-virus software. The Kaw Nation's website has been overhauled and improved. There are four network servers, permitting a shared network which allows staff from different departments in different locations to share data and documents. Firewalls have been established that secure the system and T-1 cables have been installed to create faster and more secure service. Tribal offices in two separate locations, Kaw City and Newkirk, have been brought into the same network. All of these changes have enhanced the Tribe's ability to collaborate interdepartmentally and its capacity to provide services to tribal members.

Tribal members have easier access to tribal records, including financial records, enrollment records, and social service documents. The updated website provides access to information about the Tribe, social services, programs, facilities, and staff. The fifteen refurbished computers donated to the Tribal Youth Program enable Kaw youth to learn how to use computers and the Internet, and to do homework and research.

MIAMI TRIBE OF OKLAHOMA



Project Title:	Myaamia Elder Project
Award Amount:	\$234,182
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 135 elders involved
- 8 partnerships formed

BACKGROUND

The traditional homelands of the Miami people spanned what are now Indiana, western Ohio, eastern Illinois, and the southern regions of Michigan and Wisconsin. A series of forced removals in the mid-1800s relocated the Miami Tribe to their present location in northeastern Oklahoma. Currently, there are approximately 3,500 enrolled tribal members. Among other programs, the Tribe runs a Title VI Nutrition Program that serves an average of 500 meals daily to tribal elders.

PURPOSE AND OBJECTIVES

The purpose of the project was to enhance the well-being of tribal elders by expanding the Miami Tribe’s support services and programs.

The project’s lone objective was to develop a comprehensive elder program to provide social, cultural and physical activities, as well as purchase equipment for the Miami

Community Center to expand the Title VI Elder Nutrition Program. The Tribe originally envisioned all project activities would be implemented at the Miami Community Center, which was scheduled to complete construction in June 2007. Weather and construction issues delayed the completion of the Center, and the facility was not completed prior to or within this project’s timeframe. Therefore, project staff implemented all project activities at the Tribe’s already operating Nutrition Center. To complete the objective, the Project Director held 56 mealtime information sessions on a variety of topics, including nutrition, food safety, and elder health. Elders and project staff also developed a garden and grew produce such as tomatoes, hot peppers, okra and cantaloupes, which kitchen staff incorporated into the elders’ daily meals. Finally, project staff purchased the kitchen equipment and supplies necessary to expand the Title VI Elder Nutrition Program, but did not install the equipment within the project timeframe as construction of the Miami Community Center was incomplete.

OUTCOMES AND COMMUNITY IMPACT

The Miami Tribe’s elders gained knowledge on a variety of subjects that may serve to

improve their overall health. The gardening activities provided opportunities to socialize with other elders, while also proving to be a nutritious addition to their daily meals.

Overall, the incomplete construction of the Miami Community Center limited the breadth and depth of the project's planned impacts. However, the purchased kitchen equipment provides a foundation for expanded elder services once the Center is operational. All other activities commenced during this project will continue as part of the Tribe's Title VI program funding.

NATIONAL INDIAN WOMEN'S HEALTH RESOURCE CENTER



Project Title:	Healthy Relationship Skills for Youth
Award Amount:	\$436,781
Type of Grant:	Social and Economic Development Strategies- Family Preservation
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 4 Native American consultants hired
- 10 elders involved
- 456 youth involved
- 465 individuals trained
- 4 partnerships formed

BACKGROUND

In its ten-year history, the National Indian Women's Health Resource Center (NIWHRC) in Tahlequah, Oklahoma, has assisted American Indian and Alaska Native women in achieving optimal health and well-being for themselves, their families, and their communities. The organization has worked toward the establishment of a national Indian women's health network, promoting advocacy, education, policy development, appropriate research, and healthy lifestyle behaviors in a cultural context. For this, it has received funding from private foundations and federal agencies, and has partnered with public health organizations, community faith-based groups, tribes, and tribal organizations.

PURPOSE AND OBJECTIVES

The purpose of the project was to enable American Indian and Alaska Native youth to develop a healthy framework for dating, marriage, and life-long partnerships, and to blunt many of the risk factors confronting Native American teenagers and young adults. To do this, project planners sought to create a Healthy Relationships Skills for Youth (HRSY) curriculum to educate up to 150 Native youth. Project partners included the American Indian Resource Center (AIRC) the Gamma Delta Pi Sorority at the University of Oklahoma, the Chickasaw Nation, and the United Keetoowah Band (UKB) of Cherokee Indians.

Project staff carried out four objectives in year one: conduct research on traditional Native American beliefs, values, and practices relating to healthy relationships; collaborate with partners to develop a project action plan; develop a healthy relationships for youth curriculum; and pilot test the curriculum.

Though NIWHRC staff spent significant time researching traditional aspects of Native American relationships, they found very little academic research and very little

archived data in library collections relating to the subject. To compensate for what they deemed a paucity of documentation, project staff interviewed twelve elders on healthy relationships and effective communication. The project team was more successful completing the remaining three objectives in year one: devising action and training plans, and designing and piloting a curriculum. The HRSY curriculum, divided into five one-hour sessions, provided native youth with information to help them consider the meaning of relationships and develop skills to help them change relationship outcomes. The curriculum was pilot-tested at five schools, with 156 youth receiving training.

In year two, the NIWHRC had six objectives: healthy relationships training for ten Gamma Delta Pi members; healthy relationships training for youth at five rural schools; train the trainer (ToT) sessions for five members of the Chickasaw and UKB communities; training assistance and technical support for these communities; video documentation of the process; and drafting a monograph to describe the vision, content, relevance, and processes of the project. To accomplish these objectives, NIWHRC staff: provided training to 5 Delta Gamma Pi members, who then trained 5 peers; trained 91 youth in 7 separate groups at 4 locations; provided ToT sessions for 26 Chickasaw (12), UKB (7), and other (7) participants; and provided youth trainers with technical assistance as they worked with project youth. Project staff also documented activities through video and began to develop the project monograph.

In year three, project staff had four objectives: to develop a project web page on the NIWHRC website; to provide healthy relationships training to youth at five more rural schools; to host a healthy relationships for youth summit; and to produce a final video and monograph, so that tribes, Native American communities, and organizations

could learn and benefit from the process. NIWHRC staff developed a web page (to be maintained on an ongoing basis), conducted training for 83 youth at 5 rural schools, hosted a summit attended by 27 youth in New Mexico, and produced a final video and monograph.

OUTCOMES AND COMMUNITY IMPACT

In three years, 456 Native American youth completed the HRSY curriculum. The training provided information on how to define, and communicate in relationships; reflection on Native values and norms; and gave youth tools for picking a mate, having healthy relationships, and managing money. Ten college-age women completed the HRSY for Young Adults curriculum, learning to develop healthy frameworks for dating, marriage and life-long partnerships. Five of these women conducted peer-to-peer training, which provided each with the opportunity to develop new skills and gain self-confidence. Project staff expects that each participant, as well as adult trainers, parents, and school teachers involved, will benefit from the knowledge gained, skills developed, and bonds forged.

“I learned about how important it is to communicate in a relationship, and how to talk to each other and adults.”

Robert, 8th grade student
Woodall School, Tahlequah, OK

NATIONAL INDIAN WOMEN'S HEALTH RESOURCE CENTER



Project Title:	Circle of Positive Choices: A Curriculum and Training to Faith Based Communities for Positive Youth Development
Award Amount:	\$828,962
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 4 Native American consultants hired
- 10 elders involved
- 125 youth involved
- 163 individuals trained
- 8 partnerships formed

BACKGROUND

The National Indian Women's Health Resource Center (NIWHRC) is a national native non-profit organization with a board of directors representing geographic areas across the United States. The mission of the NIWHRC is to assist American Indian/Alaska Native (AI/AN) women in achieving optimal health and well-being for themselves, their families, and their communities. In recent years, recognizing that health and wellness in Native American communities can be bolstered through youth education, the organization has carried out youth development projects.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop and implement a training curriculum for positive youth development. This was done by partnering with the Native American International Caucus (NAIC) of the United Methodist Church (UMC), a national coalition of Native American faith-based communities. NAIC recruited six affiliate community groups from Oklahoma, Delaware, California, Illinois, Arizona, and North Carolina to participate in the project.

The NIWHRC carried out two objectives in the project's first year. The first objective was to collaborate with the NAIC to develop a strategic implementation plan. Through conference calls and structured meetings, the two partners, along with six participating native communities and members of a youth advisory council, devised the plan. The second objective was to develop the positive youth development curriculum. The curriculum design process was intensive and inclusive, with input from each of the six NAIC partners, all of whom attended two meetings in Oklahoma. The topics decided upon at the meetings were refined,

organized, and placed into four modules, forming a “Mind, Body, Spirit, and Community” curriculum. Project staff tested the curriculum with a group of ten youth at the NAIC Annual Family Camp in Ft. Collins, Colorado, and the curriculum was further refined and reviewed by partners at the American Indian Resource Center.

In year two, the NIWHRC had three objectives: to conduct a “training of trainers” (ToT) program for 10 volunteer adult trainers from each of the 6 NAIC communities (60 people total); to provide technical assistance to these trainers; and to document the training through video as a teaching tool for replication. Project trainers conducted ToT programs for the volunteers, certifying 38 adult volunteers from the 6 communities as trainers, providing each with training manuals and tool kits. Following the training, NIWHRC project staff traveled to these communities, providing technical assistance to the new trainers as they began their work with youth; and documented the process through video. They also provided training assistance by telephone as needed.

In year three, the grantee had three objectives: to develop a project web page on the larger NIWHRC website; to provide follow-up to youth and trainers through a “Youth Summit Celebration”; and to produce a final video and monograph of the project. NIWHRC project staff achieved these objectives. Forty-five youth and twelve trainers attended the Summit Celebration, held in Albuquerque, New Mexico. The video, monograph, and website documented the role of the communities, partners, and NIWHRC in creating the curriculum; discussed the contemporary and cultural relevance of the curriculum; and highlighted the ToT process, the project activities for youth, and the benefits for youth and adults participating in the project.

While implementing the project, the NIWHRC faced several challenges. In year one, two NAIC partner church youth groups dropped out of the project. The NAIC, however, was able to rapidly replace them with two new groups. Throughout the project period, in the communities without strong youth programs, volunteer trainers had difficulty recruiting youth to participate. To overcome this, the NIWHRC learned to include recruitment as part of ToT training.

OUTCOMES AND COMMUNITY IMPACT

The 125 youth who participated in the project derived significant benefits from Circle of Positive Choices curriculum. They learned about health issues such as substance abuse, teenage pregnancy, sexually transmitted diseases, and nutrition, as well as problem solving techniques and strategies for responding to peer pressure. Many at-risk youth articulated the confidence to make better life choices and take personal responsibility choices. They gained a better understanding of their culture and of how native cultures can empower positive life choices. They bonded with other youth and adult leaders and had new experiences, including camping and learning wilderness skills.

The 38 adult participants developed their skills as trainers and leaders, learning from NIWHRC staff and from one another. They gained knowledge about health issues, and felt inspired and validated to be working with young people. The project will be sustained through the sale of the curriculum on the website, and by charging fees for services provided.

OSAGE TRIBE



Project Title:	Design and Development of the Osage Language Program
Award Amount:	\$259,785
Type of Grant:	Language
Project Period:	Sept. 2005 – Jan. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 3 Native American consultants hired
- 138 elders involved
- 305 youth involved
- \$292,880 in resources leveraged
- 44 individuals trained
- 26 partnerships formed
- 58 language teachers trained
- 1,063 native language classes held
- 305 youth increased their ability to speak a native language
- 755 adults increased their ability to speak a native language
- 12 people achieved fluency in a native language

BACKGROUND

The Osage Reservation is located in north central Oklahoma with a land base of 1.5 million acres and a tribal enrollment of approximately 20,000. Nearly 4,000 Osage members live on the reservation or immediately adjacent to it in bordering

urban communities such as Tulsa and Ponca City.

The Osage language is at a very critical point, as there is only one fluent first language speaker living. After completing an ANA language planning grant, the tribal council responded to the need for Osage language preservation by creating a language department. However, this newly formed department lacked the basic infrastructure and support required for the development of a tribal language program to include curriculum development, expansion of a language repository, preservation of elders’ oral histories, and an interactive website. There has also been increased demand for classes, creating a need for more teachers.

PURPOSE AND OBJECTIVES

The purpose of the project was twofold, to increase the number of Osage language speakers and to combine, retain, catalog and archive available language resources.

The first objective was to design and develop beginner and intermediate curricula, including a means of assessing students’ progress. The curriculum/cultural coordinator worked with a native speaker to

develop three curricula for beginner, intermediate and Head Start programs. Project staff used written tests and verbal exercises to assess the students' language retention. The project also utilized the Promethean® software as a teaching and assessment tool.

Objective two was to train and expand the base of Osage language teachers. Project staff established a teacher/apprentice program that met sixteen hours a week in order to train new teachers. Advanced teachers began conducting beginner's classes, and Head Start teachers participated in 2-day training workshops. At the close of the project, 25 teachers passed their teaching certification exams.

The third objective was to develop a marketing packet for the Osage language campus, a facility designed for implementing immersion activities in a cultural environment. Project staff developed a marketing DVD including structural drawings and cost estimates for the construction of the project.

Objective four was to develop an interactive website for the Osage language program. The program had the opportunity to utilize the tribal website as a host, eliminating the need to develop their own site and therefore reducing the time and effort needed to complete this objective. The website contains news and updates on language classes, but as yet does not include any interactive language teaching resources.

The final two project objectives focused on the preservation and transcription of language materials and recording of elders' oral histories. Advanced language students and project staff frequently volunteer time to translate and transcribe language materials. Project staff interviewed 80 elders for 357 hours of recorded language and cultural stories.

The project started late due to government restructuring. This in turn resulted in some incomplete activities by the end of the original implementation period. ANA therefore granted a four-month no-cost extension to complete the project.

OUTCOMES AND COMMUNITY IMPACT

The project provided structure to the cultural aspects of the Tribe by hosting events and activities focused on language preservation. Cultural issues are now at the forefront of the tribal government's agenda.

The project inspired tribal elders to participate in the Osage language program and help preserve their language. There is now a gathering place they can utilize to learn the language and hear it spoken again. Elders expressed they are proud that people are once again taking interest in learning Osage.

There is a high participation rate for tribal youth in the language classes, which the project staff feels is a huge accomplishment. Cameron Pratt, the program director, stated, "The youth are making the language part of their lives." The project also opened an avenue for youth to speak the language at home with their parents and families. Finally, tribal youth have a new sense of confidence and are proud of their ability to speak Osage.

"The project gave the elders a place in the culture and the language."

Jodie Revard, Project Manager

QUAPAW TRIBE OF OKLAHOMA



Project Title:	Quapaw Tribal Ambulance Service
Award Amount:	\$108,593
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 35 jobs created
- 75 elders involved
- \$28,000 in revenue generated
- \$518,260 in resources leveraged
- 8 partnerships formed
- 1 governance code/ordinance developed
- 1 governance code/ordinance implemented

BACKGROUND

The Quapaw Tribe is located in Ottawa County in northeastern Oklahoma and counts a total tribal enrollment of 3,752 individuals. Located within the tribal service area is the Tar Creek Superfund site, a highly contaminated area due to over 50 years of lead and zinc mining. At the time this project was conceived, 1,790 people lived within the contamination zone, 780 of which were Quapaw tribal members. Due to the toxic conditions, over 60% of the area’s residents accepted federal buy-out assistance to relocate their homes. The situation has devastated the tax base necessary to continue to offer emergency services to the

remaining 6,000 native and non-native citizens of Ottawa County.

PURPOSE AND OBJECTIVES

The purpose of the project was to establish the Quapaw Tribal Ambulance Service in order to continue to offer emergency services within northeastern Oklahoma.

The project’s first objective was to develop and implement all necessary organizational infrastructure and administrative systems to operate and sustain a tribally-owned ambulance service. To complete the objective, the Tribe hired a certified emergency medical technician (EMT) and paramedic to direct project activities. Project staff established a partnership with the Oklahoma Department of Health to access the codes and regulations established for the state’s Emergency Medical Services (EMS) providers. The Quapaw Tribal Council adopted the codes and regulations which set emergency medical treatment guidelines and patient care protocol for tribal EMS staff. Project staff then developed a rate structure for services offered and established a third party billing system for payment collection. Staff incorporated a system of reduced rates for tribal members into the structure. Finally, in

collaboration with Ottawa County, project staff developed GIS/GPS maps of the service area for use in emergency call response.

The project's second objective was to fully implement the Quapaw Tribal Ambulance Service. Project staff procured the county's EMS vehicles and equipment, and leveraged an additional \$500,000 from the Quapaw Tribe to refurbish outdated equipment. The Tribe also established two sub-stations, thereby expanding the service area to approximately 18,000 people and reducing emergency response time. To staff the expansion, the Quapaw Tribal Ambulance Service hired 19 Paramedic EMT positions, 8 Basic EMT positions and 7 administrative positions, for a total of 34 permanent EMS staff.

OUTCOMES AND COMMUNITY IMPACT

Project staff developed a comprehensive organizational infrastructure for the Quapaw Tribal Ambulance Service to provide emergency medical services to the Ottawa County community. The expanded service area ensures that 18,000 people now have access to emergency services who would not have if the scheduled decommission of Ottawa County services proceeded as planned. The Quapaw Tribal Ambulance Service also provides medical services to three nursing homes and coverage for local high school football games. Quapaw Tribal Ambulance Service's engagement in such activities is an indicator that the entity has become an integral and trusted part of the local community. Indeed, on May 12, 2008, Quapaw EMS staff implemented a large-scale operation in response to an EF4 tornado (the second strongest category of tornado on the Enhanced Fujita Scale) that touched down within the service area. Staff alerted the community with a six-minute head start, allowing citizens to take precautionary measures.

In further support of the community, Quapaw Tribal EMS staff plan to offer CPR and EMT classes to community members interested in certification. The courses will be offered at no cost, thereby passing on a savings of approximately \$1600 to enrolled students.

To ensure the viability and continuity of emergency medical services, project staff developed a business plan. All services will continue through a combination of income from fee payments and tribal appropriations. Additionally, EMS staff has opened discussions with state and local leadership to acquire a portion of tax receipts to fund program operations and to incorporate Quapaw EMS staff into the Oklahoma State pension fund.

UNITED KEETOOWAH BAND OF CHEROKEE INDIANS IN OKLAHOMA



Project Title:	United Keetoowah Band Infrastructure Upgrade
Award Amount:	\$177,706
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- \$104,381 in resources leveraged
- 97 individuals trained
- 2 partnerships formed

BACKGROUND

The United Keetoowah Band (UKB) of Cherokee Indians traces its origins to a band of Cherokee Indians that remains separate from the Cherokee Nation for historical and political reasons. The UKB has 12,526 members, dispersed through 9 districts in a 14-county area in northeastern Oklahoma. Though the Keetoowah were formally recognized in 1946, the UKB has only received federal funds since 1997.

From 1997 until the beginning of the project period in 2007, the UKB's administration grew from 7 employees to 97, and the Band expanded in other ways as well – with new administrative services, buildings, facilities, and tribal businesses. The Band needed to upgrade infrastructure to keep pace with growth, and was in need of a more efficient communications system.

PURPOSE AND OBJECTIVES

The project's purpose and lone objective was to upgrade the United Keetoowah Band's fragmented, decades-old communications infrastructure. To accomplish this, the UKB sought to provide more effective, integrated telephone, email, and internet service for its staff; train staff in the use of the new system; and develop standard operating procedures and a technology plan to guide the Band in use of the new system. This would enable UKB staff to provide more streamlined services to tribal members, and would give the Band "growing room" to expand services in the future.

At the start of the project, the Band was confronted with a major challenge. The IT director who wrote the project plan left the Tribe soon after the project received funding. The UKB hired a new project director, who had to familiarize himself with the project, conduct his own assessment of the system, and make a decision on how to proceed. Though the new IT director largely agreed with the configuration designed by his predecessor, this familiarization and decision-making process took several months, placing the project behind the

schedule set forth in the work plan. Once he understood the system requirements and added new ones, the director opened the bidding process for vendors to perform the upgrade.

At the end of the project's sixth month, the director selected a vendor. In July, a new phone system was installed, featuring the use of common telephone lines; installation of fiber cables with greater bandwidth than the older telephone cables; and new telephones for all staff members.

Following the installation of fiber optic cables and servers, 97 staff members received training in the use of the new phones, and 115 new phone lines were installed. The project staff developed standard operating procedures (SOPs) and a technology plan to guide tribal employees in the use of the new system. The SOPs and technology plan provided guidelines and protocols by which the Tribe can effectively and efficiently use and maintain the new system, and address storage management, data back-up, electronic storage data, disaster recovery, and many other issues.

OUTCOMES AND COMMUNITY IMPACT

According to project staff, the primary beneficiaries of the project have been tribal employees, who have a much more efficient system with which they can accomplish their day-to-day work. They have internet access, phones with individual extensions, and access to shared servers, with which they can share data and documents. All software and equipment is standardized and compatible. With these improvements and the greater bandwidth provided by fiber cabling, the new phone, data, and internet system is vastly superior to its predecessor. The system can accommodate 200 more staff members than the old one, and enables staff members to focus on serving the community without having to worry about phone, computer, or internet breakdowns.

The upgrade, coupled with the employee training that followed, has fostered a change in the public image of UKB Tribal administration. There is no more "bumping" of customers from overcrowded telephone lines, and the public perceives the various departments of the UKB to be significantly more accessible and responsive to tribal members than ever before.

By the end of the project period, UKB staff had assisted 6,254 people with the new systems. Since the Tribe did not track the number of people assisted prior to this project, it is not possible to determine whether the number of people served has increased. Given, however, that the UKB's staff has grown more than tenfold in the last decade and that these individuals are equipped with an improved, modern, and expandable data, voice, and internet system, tribal administrators expect that staff will be able to respond readily and swiftly to the needs of the United Keetoowah community for many years to come.

“The degree to which tribal services have improved is remarkable. The system has made the difference between helping members on a Thursday or Friday instead of them having to wait until Monday.”

Bryan Shade,
UKB Federal Programs Director

UNITED NATIONAL INDIAN TRIBAL YOUTH, INC.



Project Title:	Preparing Native Youth: Further Along Life's Journey
Award Amount:	\$437,071
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2006 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 4 Native American consultants hired
- 30 elders involved
- 1,400 youth involved
- \$459,000 in resources leveraged
- 96 individuals trained
- 15 partnerships formed

BACKGROUND

United National Indian Tribal Youth, Inc. (UNITY) is a nonprofit organization founded in 1972 and headquartered in Oklahoma City. UNITY's mission is to foster the spiritual, mental, physical and social development of American Indian and Alaska Native youth, and to help build a strong, unified and self-reliant Native America through greater youth involvement. This mission is carried out by conducting and supporting programs designed to help prepare native youth to become well informed, skilled and involved citizens of their respective tribes, villages and communities; and by providing training opportunities through which they can develop leadership and life skills.

To achieve these aims, UNITY maintains a network of youth councils throughout Native America. Currently, there are 125 UNITY Youth Councils in 34 states, serving an estimated 45,000 Native youth. There is a National Unity Council (NUC), made up of a male and female from each of the youth councils, and an Executive Committee made up of ten youth, each of whom serves on the committee for one year.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop leadership and life skills in native youth by providing them the opportunity to address an issue of national significance.

The project's first objective was to choose the national issue and to devise a plan for organizing and executing an initiative to address it. The initiative would: enlist tribes, agencies, organizations and individuals to partner with youth and provide financial and other support; involve 60 or more native youth councils in initiative projects and activities; and involve native youth and partners in developing, planning, and carrying out local and national projects, activities, and events. At its annual meeting in February 2007, the NUC voted to

carry out a national service project with the purpose of building a stronger nation, by designing, organizing, and carrying out a “National Initiative to Strengthen Native Families.” Each of the ten members of the Executive Council was assigned to develop a project involving at least one partner, to be carried out in the project’s second year.

The second objective was for UNITY to form formal partnerships with a minimum of ten national organizations, institutions, governmental agencies, and other groups, each of whom would commit to actively participate in one of the projects. UNITY staff formed fifteen partnerships, twelve of which would later be utilized in the ten youth-designed projects.

Objective three was to develop and approve a master plan to meet UNITY’s responsibilities under the terms of its partnership agreements. To meet this objective, each youth on the Executive Committee, under the guidance of UNITY project planners, created a sub-project to take place either in his/her community or at national or regional events hosted by UNITY or project partners.

The project’s fourth objective was to conduct the National Initiative’s 10 sub-projects, with 60 or more NUC member youth councils and at least 1,200 Native youth participating. To accomplish this, Executive Committee members carried out ten projects. Examples included a “Native American Family Portrait Album,” by the Yavapai Apache Youth Council, an “Old Stories, New Technology” webcasting project by three Michigan youth councils, and an “Intergenerational Communications Project” in Wind River, Wyoming.

The main project challenge concerned the busy life schedules of participating youth leaders. Due to other commitments such as school and sports, many Executive Council members could not devote the time required

to develop projects of a scope and depth expected by the project director. Instead of carrying out multi-week, stand-alone projects, the youth chose to do short projects tied directly to pre-existing conferences and projects related to the dissemination of information through webcasts.

Remaining true to the project’s purpose, however, UNITY staff consented to the desired changes and assisted the youth in developing and implementing projects of their own choosing. Though the sub-projects were not as community-based as originally intended, the project nonetheless reached significant numbers of people.

OUTCOMES AND COMMUNITY IMPACT

UNITY’s National Initiative to Strengthen Native Families involved 1,400 youth and 68 youth councils. According to UNITY staff, Executive Council members and other youth who planned the projects experienced “significant personal growth and gained valuable leadership experience,” and many increased their knowledge of webcasting and communications technology. The youth who participated in project activities had the opportunity to connect with parents and elders, gain a deeper sense of the problems confronting native families, and learn to appreciate members of their families. UNITY staff believes they “will strive to promote healthy families and communities well beyond the project’s duration.”

UNITY received a \$450,000 grant from the Marguerite Casey Foundation to continue to strengthen native families and to address youth issues in native communities.

CONFEDERATED TRIBES OF THE GRAND RONDE COMMUNITY OF OREGON



Project Title:	Pacific Lamprey Eel Protection and Regulation Project
Award Amount:	\$238,696
Type of Grant:	Environmental
Project Period:	Sept. 2006 – Dec. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- \$63,256 in resources leveraged
- 5 individuals trained
- 16 partnerships formed

BACKGROUND

The Confederated Tribes of the Grand Ronde Community of Oregon occupy a reservation in northwest Oregon. Upon restoration as a federally-recognized Tribe in 1983, the Tribe did not retain their traditional hunting and fishing rights. The State of Oregon governs hunting and fishing laws on their reservation.

The Pacific lamprey eel currently spawns in the reservation's South Yamhill River and Agency Creek, part of the Willamette River Basin. The lamprey, which is technically a fish, has traditionally been harvested as a foodstuff without tribal government oversight or intervention. Prior to this project, the life cycle and range of the Pacific eel was essentially unknown. It was understood, however, that the eel population had been in decline for several years, and current harvests total less than ten percent of those from the 1960s.

In 2002, the Tribe completed a ten-year Natural Resources Management Plan to address the economic, wildlife and cultural issues on their reservation. To expand recreational activities and to solidify their environmental governance, the plan required research on all species present on the reservation.

PURPOSE AND OBJECTIVES

The purpose of this project was to document the lamprey population's health and distribution in the Willamette River Basin. This would allow the Tribe to determine if the population was sustainable and make environmental regulatory recommendations based on scientific evidence.

The project's first objective was to perform trapping and assessment studies on 120 lamprey specimens. The process involved catching and weighing each lamprey as well as implanting coded radio transmitters that could be monitored to determine population distribution and spawning locations. Staff also took tissue samples for lab analysis. Due to complications from the lamprey's seasonal migration pattern and the staff's realization that the original number of radio transmitters purchased was too few, all lamprey trapping and tagging occurred in

the project's second year. Despite the delay, staff successfully tagged 112 eel, of which 53 individual radio codes, plus several "fuzzy" signals, were recorded later upriver. In addition to the tagging, staff developed a partnership with the US Geological Survey and Pacific Gas and Electric Company to monitor eels they had previously tagged. Staff worked with two interns from Oregon State University to complete tagging and tracking activities.

The second objective was for staff to develop a baseline report on the population and health of lamprey runs and consumption health risks for tribal members. Staff submitted lamprey tissue samples to two laboratories for analysis. Staff also conducted a tribal lamprey consumption survey which, when combined with the lamprey tissue study, could help determine lamprey consumption limits. The report would then lead to drafted recommendations for changes to tribal and state regulations regarding lamprey and its spawning areas. The laboratories performed tests on the lamprey tissue samples and found that the cancer risk for adults and children were within the EPA's "acceptable" range. The labs are now conducting further analysis, with other funding, on cross diet consumption. Based on this information, staff recommended future regulations mandating a complete multi-year population survey be performed on the entire Willamette Falls run.

OUTCOMES AND COMMUNITY IMPACT

The Grand Ronde Natural Resource Department built capacity to use telemetry, tracking, fixed stations, and perform surgery on fish through this project. These skills will serve to enhance the Tribe's ability to monitor and manage its natural resources.

The project also enhanced the Tribe's capacity to make informed strategic decisions to protect and enhance the eel

population, which serves tribal and non-tribal members who seek to harvest the lamprey.

For the State of Oregon, the project ensures that an understudied, and little-understood, specie is being studied by a capable partner. With important budgetary concerns to consider, the project allows the state to focus its resources on mandated studies without losing knowledge about the lamprey.

For tribal elders, who are the most avid consumers of lamprey, the project can lead to sustainable harvest practices and ensure the lamprey population for future generations.

To sustain the project's achievements, the Natural Resources Department will continue to monitor the tagged eels for their lifespan, augmenting their growing knowledge bank.

"This ANA project has provided significant information on two of the three criteria needed for effective regulation and management of lamprey by the State and Tribe...the timeline of migration and area of use have been measured."

Kelly Dirkson, Grand Ronde
Fish and Wildlife Coordinator

CONFEDERATED TRIBES OF THE UMATILLA INDIAN RESERVATION



Project Title:	Wiyat'ish Naknumit "For the Future" Master- Apprentice Language Project
Award Amount:	\$528,439
Type of Grant:	Language
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 6 jobs created
- 12 elders involved
- 200 youth involved
- \$382,777 in resources leveraged
- 8 individuals trained
- 37 partnerships formed
- 1 language survey developed
- 102 language surveys completed
- 7 language teachers trained
- 567 native language classes held
- 146 youth increased their ability to speak a native language
- 9 adults increased their ability to speak a native language
- 4 people achieved fluency in a native language

BACKGROUND

The Confederated Tribes of the Umatilla Indian Reservation (CTUIR) are a union of the Cayuse, Umatilla and Walla Walla tribes. Of CTUIR's 2,472 enrolled

members, roughly 1,350 reside on or near the reservation, which is located in eastern Oregon, in the vicinity of Pendleton.

The languages for all three tribes are distinct and all are experiencing dramatic declines as older generations of fluent speakers are lost. Prior to this project, the tribes had a combined 44 elders who spoke at least one of the three languages: 5 Walla Walla, 14 Umatilla, and 25 Cayuse-Nez Perce.

PURPOSE AND OBJECTIVES

The purpose of this project was to preserve the three languages by creating educational curricula and training language teachers to become fluent speakers through a master-apprentice learning system.

The project's first objective was to develop three separate assessment tools to measure apprentice-teacher fluency in their chosen language. The assessments were designed to be compatible with the Northwest Indian Language Institute (NILI) benchmarks and the American Council for the Teaching of Foreign Languages, which are the regional standards for measuring fluency in native languages. Staff combined formal testing methods with the strong master teacher

preference for intuitive ratings to create an assessment for each language that measures proficiency in listening, speaking, reading, and writing. Staff was able to use the assessment to rank each apprentice's language skill as novice, intermediate, or advanced, with each of those further divided into low, medium and high.

The second objective was to create six fluent language teachers, two for each language, by delivering 603 days of one-on-one language study over three years. Apprentice-teachers committed to advancing to the intermediate proficiency level by the end of the project. Due to turnover in three of the six positions, master-teachers trained a total of nine apprentice-teachers during the project, of which five achieved at least mid-level intermediate fluency ratings from the master-teachers. Apprentices also completed training in Total Physical Response teaching techniques, language technology and NILI curriculum development and teaching methods. One of the five apprentices was also certified by the Oregon Department of Education as a Native American language instructor.

The final objective was to develop a 9-12 grade language curriculum for each of the three languages and provide language instruction. Master and apprentice-teachers successfully developed curricula for all three languages for grades 6-12 and taught Walla Walla, Cayuse/Nez Perce and Umatilla language classes to 93 junior and high school students. Ancillary to original objectives, staff developed a curriculum for the CTUIR's Head Start program, which apprentice-teachers taught to 53 children twice weekly for 25 minutes during the third year.

OUTCOMES AND COMMUNITY IMPACT

For CTUIR, the new language speakers represent the passing of the linguistic and cultural torch from tribal elders to youth.

The 5 new speakers represent an 11% increase in the number of fluent speakers in the community. The teacher training classes provided the new speakers with the skills necessary for effectively teaching language to school children.

For tribal youth, new language skills are reawakening pride in tribal culture. Quentin Case, a youth participant, shared, "I gained interest, responsibility and appreciation for my language through this project. I'm learning more than language - I'm learning a deeper sense of our culture."

For tribal elders, the master-apprentice relationship strengthened their ties to the younger generation of tribal members and facilitated the transfer of their knowledge to future generations.

To sustain project momentum, the CTUIR Education Department received a three-year, \$600,000 award from the U.S. Department of Education's Office of Indian Education under Title III. The funds will help absorb three of the six apprentice positions into two fulltime teacher and one project director/teacher positions. In addition, staff submitted a supplemental budget to the CTUIR Executive Director to maintain six apprentice positions in an effort to continue the master-apprentice teaching model.

"This project has completely changed my life forever, both spiritually and culturally, by exposing me to the true identity of self."

Kristen Paragon,
Apprentice Teacher

NATIVE AMERICAN YOUTH AND FAMILY CENTER



Project Title:	Portland Area Native Employment Project
Award Amount:	\$715,871
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 106 jobs created
- 38 elders involved
- 340 youth involved
- \$475,956 in resources leveraged
- 313 individuals trained
- 29 partnerships formed

BACKGROUND

The Native American Youth and Family Center (NAYAFC) was founded in 1974 in Portland, Oregon. NAYAFC was incorporated as a nonprofit organization in 1994 to provide a variety of family and community support services to the approximately 55,000 Native Americans living in the Portland area. The 2000 Census disclosed that 50% of the client base lives 200% below the federal poverty level, and an additional 29% live between 100% and 200% below the federal poverty level.

PURPOSE AND OBJECTIVES

The purpose of the project was to increase the economic well-being of Native Americans living in the Portland area by

creating a workforce development program that offers employment guidance, skills training, and job search assistance.

The project's first objective was to have 300 project participants complete a workshop, training, community service project or work experience placement. To complete the objective, project staff developed intake forms for prospective clients. Staff then reached out to community partners to implement a marketing campaign for the project and to obtain referrals of Native American clients. During the project timeframe, staff enrolled 366 clients in the employment program. Of those enrolled, 313 clients participated in at least one employment workshop. Of these, 116 clients completed the full 6-week job readiness program, which consisted of 15 workshops that covered such topics as resume writing, goal setting, communication in the workplace, time management, and preparing for a job interview. Additionally, 56 clients completed a community service project. To gauge project effectiveness and impact, project staff contacted all clients on a monthly basis to procure feedback and receive employment status updates. At the

end of the project timeframe, staff maintained an active client list of 239 program participants.

The project's second objective was to place clients into employment positions and have these clients demonstrate an average of a 25% income increase. Of the 239 active program clients, 137 (57%) were employed at the conclusion of the project. Of these 137 clients, 84 were working in full-time positions and 53 received part-time jobs. Staff calculated that, of those employed, the target of a 25% increase in income was exceeded. Furthermore, staff discovered that of the clients that were not yet employed, 33 individuals had enrolled in a GED program, 32 participants were pursuing higher education, and 16 clients were attending, or had recently completed, a vocational education training program.

The project's third objective was to incorporate and expand the project model into a local workforce development program by the conclusion of the project timeframe. To complete the objective, staff applied for and secured two local workforce development contracts totaling \$284,000. One of these contracts is renewable for up to seven years, signifying that the employment program is sustainable through 2015, and will continue to be available for all Portland-area Native Americans in need of employment guidance, skills training, and job placement assistance.

OUTCOMES AND COMMUNITY IMPACT

Of the 313 clients served, 218 were employed or pursuing educational opportunities at the end of the project timeframe – a high rate of success for an at-risk population. NAY AFC clients attributed their success to the personalized guidance and training of the project staff. The staff's dedication to consistently follow-up with clients, and to encourage those not yet employed to continue their training in the

program, yielded positive results. Kendra, a program graduate who currently holds two bartending jobs, expressed, "They won't stop until you get a job!" Indeed, project staff aimed to move their clients out of crisis mode to allow them to focus on their personal goals. In collaboration with community partners, staff secured bus tickets, clothing appropriate for job interviews, and rent assistance for clients expressing need. Staff members shared that the project's benefits and successes have served to expand and strengthen NAY AFC's reputation as a service capable of augmenting the reformation of Native American livelihoods.

Project staff leveraged funds to ensure the sustainability of the employment program for the foreseeable future. The funding allows NAY AFC to retain project staff, who will continue to provide all of the services and workshops initiated during the project timeframe. Staff will also continue to utilize community partnerships to expand and deepen the breadth of the project's impact.

NATIVE AMERICAN YOUTH AND FAMILY CENTER



Project Title:	The Generations Project
Award Amount:	\$451,614
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 150 elders involved
- 260 youth involved
- \$25,728 in resources leveraged
- 129 individuals trained
- 17 partnerships formed

BACKGROUND

The Native American Youth and Family Center (NAYAFC) was founded in 1974 in Portland, Oregon. NAYAFC was incorporated as a nonprofit organization in 1994 to provide a variety of family and community support services to the approximately 55,000 Native Americans living in the Portland area.

PURPOSE AND OBJECTIVES

The purpose of the project was to build strong and supportive families by offering healthy relationship skill-building workshops to Native American couples residing in the Portland area.

The project's first objective was to provide intake and assessment services for potential project participants to determine readiness to

commit to parenting and relationship classes. To complete the objective, project staff created a database to collect and maintain data on those recruited. Staff then developed intake policies and procedures, which included a client interview process to gather personal information and a self-assessment activity to determine client motivation to participate in healthy relationship activities.

The project's second objective was to offer Positive Indian Parenting (PIP) classes for at least 72 Native American men and fathers, and to provide relationship strengthening groups for at least 288 Native American men, women and youth. A member of NAYAFC staff received certification in the PIP curriculum and led all classes and group activities. A total of 128 participants completed the 8-week PIP program. Attendees explored the values and attitudes of traditional Indian relationships and child-rearing methods and then compared them to modern practices. A total of 104 individuals participated in the relationship strengthening groups, which provided a forum for attendees to discuss personal relationships and created a social support network among Native American peers. To reach a broader

audience, project staff also established an agreement with a local prison to offer portions of the PIP curriculum to Native American inmates.

The project's third objective was to stage quarterly community celebration events to strengthen community awareness and knowledge of Native American traditions regarding healthy relationships and families. Project staff implemented a marketing campaign which attracted higher attendees at each of the twelve events held. A total of 4,900 community members participated in the quarterly celebrations, which included guest speakers, traditional singing and dancing, and healthy relationship presentations.

OUTCOMES AND COMMUNITY IMPACT

For the 393 program participants, involvement in project activities signified a commitment to work with family members to improve and advance their relationships. Community members gained the tools to make healthy relationship choices and to better communicate with loved ones. All participants involved in the workshops and support groups completed pre- and post-tests with 92% reporting an increase in parenting skills. David, who attended classes with his girlfriend Donita, shared, "I learned that Donita and I want the same things in a relationship: to be cared for and to be understood."

To ensure the sustainability of the project's efforts, staff reached an agreement with Oregon's Department of Human Services which will incorporate portions of the positive parenting classes into the recertification process for the state's foster parents. Additionally, NAYAFC has committed to staging quarterly celebration events in an effort to continue to strengthen the bonds of the scattered Native American community in Portland.

"I learned to listen to my child more closely with my heart and mind. I learned to be more patient with myself as well as with her, in order to instigate more positive changes in our parent-child relationship."

PIP program participant

NATIVE WELLNESS INSTITUTE



Project Title:	Leading The Next Generation
Award Amount:	\$1,462,580
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 7 Native American consultants hired
- 52 elders involved
- 45 youth involved
- \$21,845 in revenue generated
- \$167,637 in resources leveraged
- 121 individuals trained
- 42 partnerships formed

BACKGROUND

The Native Wellness Institute (NWI) is a private, nonprofit organization founded in 2001 as a training resource for Native people, organizations and communities. The Institute develops programs to promote and improve the physical, spiritual, emotional and mental well-being of Native people through the delivery of trainings, curriculum and program development, and organizational and community strategic planning.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop and test an evidence-based, culturally

appropriate and replicable healthy family relationship curriculum for Native American communities nationwide.

The project's first objective was to draft the curriculum with guidance from an eight-member advisory group. The group held six meetings during the project's first two years to guide NWI as they developed the curriculum. The new curriculum aligns with the relational worldview model for assessing family conflict, which balances the mind, body, spirit and social context of conflicts. The model views issues through an intuitive, non-time oriented lens, in contrast to a linear worldview that prioritizes understanding direct causes and effects of conflict.

The second objective was to instruct couples from different tribal communities in the curriculum's implementation. Staff trained between seven and nine couples from five different tribes. To effectively pilot-test the training, staff visited each site on three separate occasions during a two-month period. The first two visits familiarized the trainees with the curriculum and allowed them to begin utilizing the training. The final visits were used as opportunities to evaluate the trainees' teaching performance.

NWI staff delivered over 500 hours of healthy relationship trainings in various settings by the end of the project.

The third objective was to establish healthy couple support networks in the trainee couples' communities. Staff conducted informal networking while training in each community. The goal for this objective was to have between twelve to eighteen people from each community meet weekly or biweekly to create a support network promoting healthy relationships. Staff did not formally track these networks but has anecdotal evidence that at least some communities are maintaining such networks.

The project's fourth objective was to establish baseline measures to evaluate the curriculum and conduct an evaluation to determine its efficacy. NWI partnered with the National Indian Child Welfare Association (NICWA), a private, nonprofit organization dedicated to improving the lives of Indian children and their families via training and technical assistance related to Indian child welfare services, to collect baseline data. National Indian Child Welfare Association (NICWA) was founded in 1987 as a private, nonprofit organization dedicated to improving the lives of Indian children and their families via training and technical assistance related to Indian child welfare services. NICWA utilized the Didactic Adjustment Scale as its basis and compared evaluation tools used to measure marriage satisfaction. After determining that none of the tools were native focused, NICWA created a broad-ranging survey to elicit ideals of healthy marriage and relationships from participants. NICWA also observed individual training sessions, conducted focus group discussions, evaluated customer satisfaction survey forms and interviewed individual participants to determine the program's effectiveness. Results indicate that NWI achieved its intended objectives and

effectively trained new trainers. The analysis also revealed that trainees reported high levels of satisfaction with the training materials and presenters.

To raise awareness for the program, NWI promoted the curriculum at three national native conferences and received recognition in a 2008 National Indian Education Association (NIEA) publication.

OUTCOMES AND COMMUNITY IMPACT

Training participants reported great personal growth from the experience and satisfaction with the curriculum. Maria Triviso, a trainee, shared, "It's a positive curriculum...it's culturally appropriate for families, the environment and who we choose as life partners."

The project also created the main ancillary benefit originally intended in the proposal: trainees are now sharing the curriculum with their communities. For example, in the Narragansett Tribe, a local native minister will teach the course in his church and the Social Services department will begin

"This project is helping our people to grow. Finally there's a culturally relevant healthy relationship curriculum for Indians."

Jillene Joseph, Executive Director
Native Wellness Institute

instructing their clients with the curriculum. In the Blackfeet Tribe, the Head Start program began implementing the trainings with students, a community health nurse will use them with teenagers, and two school teachers are incorporating the lessons into their standard curriculum.

To sustain project activities, NWI developed a fee structure to charge for the curriculum materials, trainings and workshops.

INTER-TRIBAL BISON COOPERATIVE



Project Title:	Strengthening the Buffalo Nation
Award Amount:	\$573,277
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2006 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 1 business created
- 100 elders involved
- 250 youth involved
- \$98,365 in resources leveraged
- 7,837 individuals trained
- 92 partnerships formed

BACKGROUND

Established in 1990, the Inter-Tribal Bison Cooperative's (ITBC) mission is to restore bison to Indian lands in a manner compatible with spiritual and cultural beliefs and practices. Currently, there are 57 member tribes in the Cooperative. These are tribes that commit substantial resources to maintaining bison herds because of their deep belief in the sacred relationship between the bison and Indian people. Member tribes are scattered throughout the western and upper mid-central portions of the United States, including Alaska. Collectively, ITBC tribes have restored over 15,000 animals to tribal ranges since 1992. ITBC also facilitates the tribes in developing

basic bison products and marketing them to the national economy.

PURPOSE AND OBJECTIVES

The purpose of the project was to conduct a marketing campaign to increase knowledge about the bison industry and to develop and enhance subsistence activities that retain or reestablish native traditional foods and/or byproducts of natural resources for local and commercial markets.

The project's first objective was to develop 28 new partnerships with tribes and increase their awareness of the benefits of using bison products. The ITBC board picked eight new tribes to approach via site visits; however, there was so much interest amongst other tribes that the project staff organized regional meetings open to anyone. ITBC's service area includes five regions, each of which received a two-day training session during the first year. Project staff then conducted two site visits to each member over the course of the project. Training included information about the benefits of bison meat, how to conduct a marketing campaign, and herd and grassland management. Site visits involved meeting with the training participants, as well as connecting with the tribal diabetes

programs, wellness centers and community health centers to educate tribal employees. By conducting the regional meetings, ITBC was able to communicate and connect with tribes with which ITBC was unable to arrange site visits, as well as other non-member tribes, greatly increasing their membership base.

Project staff solidified 57 partnerships in the first year and 35 in the second. Staff members trained over 260 tribal members to become volunteer community education trainers and facilitators. Over 150 people participated in the regional meetings in the first year. The project staff estimates that approximately 5,000 people increased their knowledge of the benefits of using bison meat over the course of the project due to training sessions conducted by ITBC staff members or the volunteer community education trainers.

The project's second objective focused on developing a community education guide to be distributed at regional meetings and trainings. Project staff created twelve different educational products and distributed over 1,000. These products included flyers, single page briefings, posters, PowerPoint presentations for trainings, and brochures. ITBC also created a cookbook as their education guide. The book not only includes recipes, but also contains information regarding the health benefits of eating bison meat.

The project's third objective was to create 4 new bison products and to increase the entrepreneurial skills of 32 people to market the products. ITBC developed eight new products: buffalo chips, whips, bites, smoke links, jerky, energy snacks, pemmican and chopped meat. Project staff estimates 100-150 people increased their entrepreneurial skills as indicated by increased outlets, vendors and individuals with improved business skills. ITBC currently provides the

following services of the vending process: purchasing and processing the buffalo meat; packaging the product; and the at cost resale to the distributors. The tribes then conduct their own marketing and sell the products for a profit.

The final objective was to develop radio, television, print and/or web-based education tools that can be adapted for use by all member tribes. Project staff developed ten tools including short films, radio spots and newsletters.

OUTCOMES AND COMMUNITY IMPACT

The project increased the tribal community's education regarding the use and benefits of bison. Children see the materials and bring them home to discuss with their families. Herders increased their herd management skills and now better understand the role they play in the bison market as a whole. Artisans benefit from the increased access to bison materials as the resources are more readily available.

The leaders of many member tribes comprehend the economic development potential in bison, and see how it is most beneficial to use internal products rather than importing from other tribes or buying meat commercially.

The regional meetings greatly increased ITBC's membership and also enabled the organization to become aware of problems and challenges the tribes commonly face with herd management. ITBC can now respond to these problems and include solutions in their trainings to help tribes overcome them.

"ITBC puts buffalo back in the people's hands, even if it is through a brochure."

Jim Stone, Executive Director

KA LAMA MOHALA FOUNDATION



Project Title:	Ho’oulu I Ka Lama - The Sharing of our Light
Award Amount:	\$1,024,255
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- 1 business created
- 3 Native American consultants hired
- 325 elders involved
- 459 youth involved
- \$15,165 in revenue generated
- 41 partnerships formed

BACKGROUND

Ka Lama Mohala Foundation was created in 2002 in Salt Lake City to perpetuate the native arts and culture of Hawaii in Utah. Approximately 3,600 people of Native Hawaiian descent currently live in Utah.

PURPOSE AND OBJECTIVES

The purpose of the project was to create a Native Hawaiian Cultural Center for people of Hawaiian descent living in Utah to gather, share, learn and celebrate their Hawaiian culture and language.

The project’s first set of objectives was to establish and operate the Native Hawaiian Cultural Center. Project staff secured an agreement to rent a 10,000 square foot former warehouse building in Midvale.

Volunteers from Utah’s Native Hawaiian community partnered with Salt Lake Community College to renovate, paint, landscape and decorate the Center. Staff formally opened the Center in May 2006 with a traditional Hawaiian blessing. Staff then established an advisory board to guide project implementation by inviting Native Hawaiians involved in local civic clubs. To advertise the presence of the Center, a contractor created a website for the Center which publicized events and services. Staff also distributed a quarterly newsletter to approximately 600 people to share updates on program information.

The project’s second set of objectives was to establish programs that provide opportunities for community members to gather, share, and learn their Hawaiian culture and language. Staff developed an on-site lending library of Native Hawaiian resources that spanned a variety of formats, including books, magazines, DVDs, and CDs. The library also provided computers for community members to research their genealogy and keep in touch with family in Hawaii. The Center hosted weekly hula classes throughout the year for various age groups and skill levels. In the case of the

children's class, the class-size tripled during the project timeframe, concluding with over 30 youth. Staff implemented a one-week keiki (youth) camp during the project's three summers, which included various language, culture, arts and crafts, and Hawaiian history activities. The Center operated a canoe group on Great Salt Lake that incorporated all aspects of Native Hawaiian culture, including language, history, values, and water safety. Staff partnered with medical professionals from the University of Utah to hold eight health fairs which offered free health screenings and workshops on a variety of topics, including smoking cessation, exercise, diabetes, and Native Hawaiian health. Staff marketed and provided space for approximately twenty Native Hawaiian artisans to hold workshops on such topics as quilt-making, lei-making, drumming, and paddle-making. The Center was also utilized throughout the project as a venue for Hawaiian cultural performances such as hula shows, Hawaiian movies, and Hawaiian music concerts. Finally, staff provided space for the Native Hawaiian community's kupuna (elders) to hold weekly topical discussions.

The project's third set of objectives was to implement revenue generating activities to sustain the operation of the Cultural Center and its programs. Staff created an on-site store named The Taro Patch, which stocks Native Hawaiian products. To increase revenue, the store also sold consignment items from local Hawaiian artists for a 10% fee. Staff rented out the Center's ample space to a karate club and various other community organizations in an effort to create revenue. In all cases, the organizations moved on to seek permanent rental space elsewhere. Finally, staff staged a Hawaiian culture festival during the project's third year in the Center's parking lot. Approximately 1,200 attendees enjoyed Native Hawaiian food, art and crafts

workshops, Hawaiian music, and numerous other cultural presentations.

OUTCOMES AND COMMUNITY IMPACT

The Native Hawaiian Cultural Center now operates as the first and only center of its kind in the continental United States. It is a place that brings Native Hawaiians together for the preservation, maintenance, and revitalization of Hawaiian culture, values, language, and arts. For the Hawaiian community in Utah, the Center's programs have served to increase cultural awareness in their daily lives. Participation in project activities also strengthened and broadened community members' social network. Marcia Stroud, the project manager, shared, "The results are beyond what we ever imagined. We had an idea of a dream place, and it has become a reality. We have a place where we can be ourselves and celebrate our culture."

Staff incorporated a sustainability plan into the project's implementation framework, but current revenue streams will not be able to sustain the ongoing operation of the Center. At the end of the project timeframe, staff was in search of a smaller space. Despite this situation, staff will continue to offer the programs with little or no costs attached, including hula classes, the canoe program, and the lending library.

CONFEDERATED TRIBES OF THE CHEHALIS RESERVATION



Project Title:	Chehalis Tribe Environmental Ordinances Project
Award Amount:	\$200,778
Type of Grant:	Environmental
Project Period:	Sept. 2006 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 10 elders involved
- 20 youth involved
- \$119,561 in resources leveraged
- 2 individuals trained
- 7 partnerships formed
- 4 environmental codes/regulations/ordinances developed
- 1 environmental code/regulation/ordinance enforced

BACKGROUND

The Chehalis Indian people historically occupied a large area of land within the Chehalis River watershed stretching from the foothills of the Cascade Mountains to the Pacific Ocean in southwestern Washington State. Since 1860, the Chehalis Tribe has been located on a reservation situated within the Chehalis watershed. The reservation currently encompasses 4,215 acres, although off-reservation land purchases were recently made to accommodate social and economic development plans. Residing upon reservation lands are 661 people, of which

439 are enrolled tribal members. The total current tribal enrollment is 728 people.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop environmental ordinances to serve as an enforcement tool to protect the air, land and waters of the Chehalis Reservation. During the planning stage of this project, the Tribe identified the following six ordinances to be drafted and adopted into tribal law: 1) Solid Waste Ordinance, 2) Water Quality Ordinance, 3) Outdoor Burning Ordinance, 4) Open Dumping Ordinance, 5) Hunting and Fishing Ordinance, and 6) Collection of Forest Products Ordinance.

The project's first objective was to draft the six environmental ordinances. To complete the objective, the tribe hired a lawyer to fill the project's code writer position. In collaboration with the Tribe's Natural Resources Department, the code writer first developed protocol for reviewing the codes, which included procedures to present a drafted code to the Tribe's Business Committee, Elders Committee and the Chehalis Tribal Council. The code writer then solicited community input to prioritize the development of each individual code. Deemed the most important by the Chehalis

tribal community, the Forest Practices Ordinance, created to place protective measures on the gathering of the reservation's plants and trees, also became the project's most debated. The Business Committee and Elders Committee sent the draft ordinance back twice to the code writer with requested changes. Originally envisioned as separate and distinct ordinances, the code writer decided to combine the language for the Solid Waste and Illegal Dumping Ordinances into a single ordinance, as the enforcement measures for both require community members to utilize the commercial trash company which operates within the reservation boundaries. For the Water Quality Ordinance, the code writer based the content on Washington State's already established standards. The draft of the Outdoor Burning Ordinance passed through committee protocol without change and was swiftly forwarded to Tribal Council. Finally, the Hunting and Fishing Ordinance was the last ordinance scheduled to be drafted. At the request of the Tribal Council, the development of this ordinance was deferred and no alternative timeline for its creation has been set.

The project's second objective was to have at least three of the six objectives adopted by Tribal Council. At the conclusion of the project's timeframe, the code writer had submitted the four drafted ordinances to the Council, but only the Water Quality Ordinance was adopted and implemented. The scheduled timeline for the adoption of the drafted ordinances unfortunately coincided with Tribal Council elections, thereby limiting the amount of time the Council members could devote to the adoption process.

OUTCOMES AND COMMUNITY IMPACT

The environmental ordinance development process led to a variety of positive outcomes

for the Chehalis Tribe. The project's implementation strengthened the collaboration between the Natural Resources Department and the Tribe's legal team, resulting in efforts to more proactively protect the air, land and waters of the Chehalis Reservation. For the Chehalis community, participation in the ordinance review process fostered an environment of empowerment. Community members, including numerous youth and elders, actively affected tribal environmental policy while also broadening their own understanding of the need to preserve and maintain the local environment.

To ensure the Tribal Council adoption process continues until all planned ordinances are adopted, the departing code writer developed a project sustainability plan. Copies of all draft ordinances are with the director of the Natural Resources Department, and responsibility designated to the department to incorporate any future community or Tribal Council feedback into the ordinances. Once adopted, the Tribe's police force and court system will begin to enforce the ordinances according to the procedures outlined within each piece of legislation.

DUWAMISH TRIBAL SERVICES



Project Title:	The Building of the Duwamish Longhouse and Cultural Center
Award Amount:	\$106,980
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 1 business created
- 3 Native American consultants hired
- 10 elders involved
- 20 youth involved
- \$1,978,908 in resources leveraged
- 4 individuals trained
- 5 partnerships formed

BACKGROUND

The Duwamish Tribe is headquartered in western Seattle and has 569 enrolled members. Because the Tribe is not federally recognized, it has operated as Duwamish Tribal Services (DTS), a nonprofit organization, since 1983. DTS is committed to promoting the social, cultural, political, and economic survival of its members, reviving Duwamish culture, and sharing the Tribe’s history and culture with all peoples.

From 2005 through 2008, DTS raised \$3 million from private and public donors to buy land in western Seattle and to design

and build a longhouse and cultural center. The facility was built to preserve, honor, and share Duwamish culture and to earn profits through cultural events and programs. DTS intends to use these earnings to strengthen the social, cultural, political, and economic well-being of the Duwamish community.

PURPOSE AND OBJECTIVES

The purpose of the project was to design, develop, and implement business systems for the Duwamish Longhouse and Cultural Center, so that DTS would be able to commence business operations at the new facility by the end of the project period. These systems would support ventures detailed in the longhouse business plan, including an art gallery, gift shop, dinner theater series, special events program (with food kiosk), space rental for receptions and business meetings, and an annual art gala and auction. The project would also facilitate the movement of the Duwamish exhibit at Seattle’s Museum of History and Industry to the Longhouse and Cultural Center, and create an expanded permanent exhibit at the new facility.

The project’s first objective was to: develop designs, systems, and content for record

keeping, accounting, and inventory control; the Duwamish exhibit; the gift shop; the website; a marketing brochure; boilerplate contracts for artists, performers, and space rental customers; and a schedule of opening activities. DTS completed all facets of this objective, developing an accounting system for Longhouse operations, a merchandizing plan, an inventory system for tracking stock on hand and sales from the gift shop and gallery, retail policies and procedures, and policies, procedures, and contract templates for dealing with space rental customers, artists, and performers.

The second objective was to hire staff to implement start-up activities and to run the Center over the long term, print dinner theater menus and longhouse brochures, and purchase audio visual equipment and gift shop inventory. DTS hired a Longhouse Director and a Tribal Operations Manager. These individuals, both tribal members, had 41 years of combined experience in special events and tribal administration, and are expected to provide expertise and energy to Longhouse programs for many years. DTS created Longhouse brochures, purchased lighting, a 16' movie screen, microphones, and digital projector, and procured all gift shop inventory.

The third objective was to prepare the Longhouse for opening by moving the gallery and Duwamish exhibit from the Museum of History and Industry (MOHAI) to the Longhouse, training staff members, stocking the gift shop, and implementing the marketing plan. DTS completed each of these tasks, despite facing challenges that delayed project implementation.

The primary challenge faced by DTS was a delay in the issuance of the building and occupancy permits from the City of Seattle, brought upon by unforeseen drainage problems caused by digging on adjacent land. This resulted in construction delays

that pushed the opening date back four months. The Tribe worked with the city to tackle this problem, ensuring occupancy in December 2008 and a January 2009 opening date.

Another challenge arose when DTS planners realized that the plan to use the Longhouse as a dinner theater venue was not financially viable. The genre's production costs were too high and schedules too static to bring the desired financial returns. DTS overcame this by devising a new entertainment plan, including a film series, speaker series, and the use of the Longhouse as a performance venue for a wide variety of local performers from all genres. This plan is expected to make the Longhouse more vibrant, profitable, and connected to the surrounding community.

OUTCOMES AND COMMUNITY IMPACT

The Duwamish Longhouse and Cultural Center, long a dream of the Duwamish people, is now a functioning reality. During this project, DTS hired and trained staff, implemented its business plan, and set up all structures needed to facilitate day-to-day operations. The Longhouse is expected to serve the Tribe as a repository of its history, art, and culture, a source of income, and as a facility for tribal services. Longhouse cultural, educational, and entertainment programs will draw people from the Seattle area, including children on field trips, bringing greater visibility to the Tribe and its causes. The gallery will give native artists an outlet to exhibit and sell their art, and the Longhouse's main hall will provide a meeting place for tribal members and members of other local tribes. All project activities will be sustained through program income, Tribal funds, and private funding, though DTS staff states that the Longhouse will be self-supporting within one year.

SWINOMISH INDIAN TRIBAL COMMUNITY



Project Title:	Development of a Swinomish Cultural Resources Compliance Office
Award Amount:	\$242,202
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. /2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 5 elders involved
- \$110,000 in resources leveraged
- 22 individuals trained
- 12 partnerships formed

BACKGROUND

The Swinomish Indian Tribal Community is located on the Swinomish Reservation, on Fidalgo Island, 80 miles north of Seattle. The reservation’s population is 2,285, of which 28% are tribal members. In recent decades, the surrounding area has experienced rapid growth, through property purchases, new road systems, construction, ferry relocation projects, and the development of parks and trails.

Often, these activities have disturbed the earth, uncovered cultural artifacts, damaged traditional cultural properties, and disturbed ancestral remains. Until recently, the Tribe lacked the administrative and technical capacity to exercise regulatory authority to protect cultural resources on the reservation

and in nearby traditional use areas. According to tribal leaders, the continued loss of cultural resources and the inability to address these losses has eroded traditional practices and contributed to feelings of powerlessness and emotional distress among tribal members.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop the Tribe’s capacity to manage and protect its cultural resources, both on the Swinomish Reservation and in traditional use areas.

The project’s first objective was to establish a cultural regulatory office, hire staff, and provide training in historical preservation policy and procedure, National Environmental Policy Act (NEPA) compliance policy and procedure, and on-site cultural monitoring. The start of the project was delayed, as the first staff member was not hired until one month into the project period, and the Tribal Historical Preservation Officer (THPO) and on-site monitors did not begin working until the project’s fourth month. Once the staff was hired, however, the project team worked

hard to make up for lost time, and was able to establish the cultural resource office and meet its training goals, training 22 tribal members in various aspects of cultural resource management and on-site monitoring.

Objective two was to develop policy and regulations enabling the Tribe to govern its cultural resources as a sovereign nation. Project staff developed a manual full of policies, procedures, and regulations on interaction with internal and external entities, inadvertent discovery of ancestral remains and cultural resources, management of cultural resources possibly affected by proposed projects, and other pertinent topics. Allan Olson, the Tribe's General Manager, commented, "The manual and administrative procedures are tools that will allow us to be efficient and consistent every time inquiries are made about cultural resources involving the Tribe. We can now more effectively communicate, collaborate, and reach consensus with groups and departments inside the Tribe, and also with external partners and other stakeholders."

Objective three was to conduct research on tribal cultural resources, collect historical documents, establish a records management and storage plan for these resources, and develop a Cultural Resource Regulatory Program Plan. This would establish the Tribe as the primary authority on cultural resources in its traditional territory and set the stage for National Park Service (NPS) recognition of the Tribal Historical Preservation Office. The project team identified, assembled, and organized documents, reports, and other published materials in the Tribe's possession, and created an inventory of hard documents and an electronic archive. Project staff completed the program plan, which was approved by the Swinomish Senate in December 2008.

OUTCOMES AND COMMUNITY IMPACT

The Swinomish Tribe now has the staff, tools, and systems to facilitate effective cultural resource management. Larry Campbell, the Tribal Historical Preservation Officer stated, "We now have the capacity to manage cultural resources in a deliberate, thoughtful way, not as if in a 'crisis' management situation." The Tribe has initiated memoranda of understanding with local, county, and state governments to facilitate cooperation and collaboration, and there is an approved program plan for the Tribal Historic Preservation Office, to be submitted to the NPS for approval in February 2009. Tribal leadership and project staff expect fewer adverse impacts to vulnerable cultural and environmental sites and a greater role for tribal government in safeguarding traditional cultural properties.

According to tribal leaders, the project has powerfully affected tribal members, particularly elders in the traditional community, who have expressed a sense of comfort in knowing that tribal government is tending to cultural resources, particularly dislocated human remains. Moreover, many children are learning about their history and culture; some have used the new database for school reports. Using the same database, tribal departments are also doing faster, better research, which has allowed them to make better decisions on community projects.

The Office will be sustained through tribal funds and agreements with Puget Sound Energy, Inc. and the State of Washington.

UNITED INDIANS OF ALL TRIBES FOUNDATION



Project Title:	Seattle Regional Native American Youth Development Project
Award Amount:	\$162,154
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2008
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 20 Native American consultants hired
- 11 elders involved
- 113 youth involved
- \$209,583 in resources leveraged
- 47 individuals trained
- 23 partnerships formed

BACKGROUND

United Indians of All Tribes Foundation (UIATF) is a nonprofit organization founded in Seattle in 1970. The mission of UIATF is to foster and sustain a strong sense of identity, tradition, and well-being among Indian people in the Puget Sound area by promoting their cultural, economic, and social welfare. UIATF does this by developing and implementing educational, social, economic, and cultural programs and activities benefiting local Native Americans, and by maintaining a strong link with tribes, other urban Indian organizations throughout the state of Washington.

PURPOSE AND OBJECTIVES

The project's purpose was to enable Seattle area Native American youth to develop a sense of purpose and future, an enhanced degree of social competence, a set of problem solving skills, and a feeling of autonomy based on a solid sense of identity.

The project's lone objective was to develop these qualities by facilitating a cultural competency program involving 30 community youth. This curriculum was designed to empower youth, bolster self identity, and give them a greater connection to Native culture by strengthening their cultural knowledge. The project, however, encountered early difficulties due to major staff turnover and a change in the UIATF's leadership.

Despite these difficulties, project staff hosted regular weekly meetings, which were attended by at least 30 youth per session. In the sessions, staff members facilitated discussions on leadership, Native American culture, and contemporary topics designed to enable youth to connect with their culture and community and to make positive life choices. The youth also took part in field trips to nearby reservations, a coastal

canoeing trip, sweat lodges, and a canoe carving class.

In May 2008, UIATF planners hosted a youth conference, in conjunction with five of its program partners, at UIATF's Daybreak Star Cultural Center. The conference, titled "The Next Generation of Native Leaders," was attended by 113 youth from 28 tribes, and focused on Native American leadership and culture.

In June 2008, a UIATF project partner developed a youth photography program focusing on photography as storytelling, enabling youth to explore and express identity, connect with other students, and build confidence. Project staff felt that the photography curriculum provided a wide berth for youth to explore aspects of their social identity, including their mixed heritage and urban identity. Twelve youth took part in the photography curriculum. The youth hosted community photography presentations at the UIATF's Day Break Star Cultural Center, one of which was attended by local TV news media. Their work was also shown in galleries at the Seattle Art Museum, Seattle City Hall, and the Seattle Mayor's Office.

OUTCOMES AND COMMUNITY IMPACT

According to project staff, the project helped participating youth to reflect on their lives, their native identities, their places in the community, and the choices they make in their day-to-day lives. The youth had multiple opportunities to build their public speaking skills, build social capital with other youth and adults, and develop cross-generational relationships. Nicole Adams, program director of UIATF's "Pathways to Prosperity Program," stated, "The youth project has given over 100 kids a connection to the collective knowledge of our staff, elders in the community, and our project partners. The youth are feeling empowered - they know who they are and feel like they

have a home here. They've not only learned about leadership - they feel that they have academic and social support, too."

Elders in the community also benefited, by being recognized as important community resources and by being able to share traditional knowledge with youth. Near the end of the project period, the UIATF moved its elder feeding program to a project partner's youth transitional home, so that project youth would have more opportunities to interact with elders.

The photography project has continued through the efforts of the United Indians' "Pathways to Prosperity" program and the ongoing guidance of UIATF's project partner, Seattle photographer Jack Storms. The youth photography exhibit will be shown at the Mayor's Office and City Hall through May 2009.

LAC DU FLAMBEAU BAND OF LAKE SUPERIOR CHIPPEWA INDIANS



Project Title:	Lac du Flambeau Gifted and Talented (Student and Family) Ojibwe Language Project
Award Amount:	\$453,510
Type of Grant:	Language
Project Period:	Sept. 2005 – Sept. 2008
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 5 jobs created
- 2 Native American consultants hired
- 6 elders involved
- 500 youth involved
- \$3,000 in resources leveraged
- 3 partnerships formed
- 2 language teachers trained
- 3,000 native language classes held
- 250 youth increased their ability to speak a native language
- 100 adults increased their ability to speak a native language

BACKGROUND

The Lac du Flambeau Band of Lake Superior Chippewa Reservation is located in the northeast portion of Wisconsin. Most of the Reservation is located in Vilas County, with small portions in Iron and Oneida Counties. There is a total enrollment of 3,057 band members, with approximately 1,608 residing on the reservation.

The Tribe’s current Ojibwe language program caters well to those who are casual learners. However, serious learners require new and expanded approaches for progress in their pursuit of fluency. The Tribe also has over 500 students enrolled in language classes at the local public school, but many are not receptive to learning Ojibwe. Barriers to learning the language include poor attitudes regarding the language, limited instructional time and limited instructional approaches.

PURPOSE AND OBJECTIVES

The overall purpose of the project was to increase tribal members’ proficiency with the Ojibwe language through teacher training, producing video tapes and workbooks, language immersion sessions, and language classes.

The project’s first objective sought to develop workbooks to increase language teaching materials. During the three years of the project, project staff worked with elders and developed over 60 workbooks for seven fluency levels. Each book has a theme, such as relatives, household words, verbs, animals and telling time.

Two of the project's objectives focused on increasing the language performance of 16 students and 32 parents to 75% proficiency each year. In the first months of the project, staff recruited 27 students from the local high school and 32 parents to participate in language immersion classes and summer camps. Project staff administered pre and post-tests to determine participants' proficiency levels. At the project's close, project staff found that students with regular attendance achieved the targeted level. The adults took community classes twice a week, however recruiting challenges made it difficult to achieve significant proficiency improvements.

Objective three was to develop videotapes to use as teaching materials. The staff members aimed to develop 35 videotapes over the course of the project, however due to lack of participation, only 12 were produced.

The project's fourth objective sought to provide teacher training, including annual pre and post-testing. Project staff delivered 520 hours of teacher training each year to 2 teachers, conducting informal evaluations periodically.

The fifth objective was to complete an annual evaluation of the project. This objective evolved into a more informal evaluation, consisting primarily of discussions with an outside source regarding recommendations for the project.

The project suffered from understaffing, and the program director was overburdened by both administrative and programmatic duties due to the lack of an assistant. This resulted in less time spent on the teacher training and immersion class components of the project. The Tribe also encountered a cut back in staffing, resulting in further challenges in accomplishing the project objectives and activities.

OUTCOMES AND COMMUNITY IMPACT

High school students improved their language skills through daily exposure to Ojibwe. Students also increased their knowledge of the Tribe's culture and history during the summer immersion camps, boosting their self-esteem and sense of self-worth. Consequently, the students' parents are pleased their children have a better understanding of the language.

Tribal elders have a newfound sense of pride in their language and culture. The project developed an important role for them in the community, warranting respect from the tribal youth and young adults.

The project made the language more accessible to tribal members. Leon Valliere, the program director, stated, "You need to hear the language before learning it, and the project provided this opportunity." The Tribe is hoping to continue the program through future grant funds.

"It's important to me to keep our language alive. If our language is lost then slowly our traditions, our culture and even our way of life will disappear."

Sequoia Mitchell, High School Student
