

The ANA Messenger

Administration for Native Americans

Promoting the Goal of Social and Economic Self-Sufficiency for All Native Americans

• Winter Quarter 2007

Message from the Commissioner

Happy New Year! My sincerest hope is for 2007 to be a Healthy and Productive year for all of us.

It is hard for me to believe that I am beginning my 5th year as Commissioner of ANA – in so many ways it has gone by unbelievably fast. As I look back over the period from 2003 to now, I have a great sense of pride in all that we have accomplished together:

- * Successful ANA projects have created hundreds of new jobs, established businesses, trained thousands of Native Americans, formed hundreds of partnerships, and generated millions of dollars in revenue (See story on Page 6)
- * Major improvements to Project Management and Operation, including the restructuring and coordination of our Training and Technical Assistance (T/TA)
- * Initiation of Impact Evaluations which measure grantees' performance and the impact your projects have on our communities

Our work of course is not complete. As we move into the New Year, our focus will be on increasing the success of ANA projects. We will accomplish this through increased monitoring and oversight by ANA staff. ANA is currently preparing the FY 2006 Report to Congress on the Impact and Effectiveness of the Administration for Native Americans Projects. This report is based upon the data collected from the 87 on-site impact evaluations conducted in 2006. ANA continues to be committed to the wellness of our Native children, families, and communities. This commitment has led to the development of several youth-centered initiatives. Stay tuned for more about upcoming events related to Native American youth.

I hope you enjoyed the first issue of our Quarterly Newsletter. Our goal is to provide a forum for grantee news! We want to hear about your successes, challenges, and accomplishments. I look forward to seeing the entries for our first ANA Photo Contest – what a wonderful way to highlight the work of ANA grantees! Please let us hear from you as we move forward into an exciting 2007.

Sincerely,



Quanah Crossland Stamps

Mark your Calendar!

February	March	April
15th: Closing Date for Corporation for National and Community Service - AmeriCorps Indian Tribes Grants. For more info visit www.grants.gov	12th: Closing Date for ANA applications for Lang., Env., and Env. Mitigation 26th: Closing date for SEDS, and SEDS-Alaska, and Native Healthy Marriage	2nd: Deadline for ANA Continuation Applications 16th: Deadline for ANA Photo Contest Submission 31st: Deadline for ANA 2nd Quarter Reports

ANA GRANTEE PHOTO CONTEST

ANA invites you to submit pictures of your ANA Grant Projects in action! The winning photographs in each category will be made into posters! Deadline is April 15 - so start searching your files or get your cameras clicking. For more information and contest details go to Page 7.



Young Native Alaskans learn about jobs in the health field from a nurse involved with the Yukon-Kuskokwim Health Corporation's Health Career Pathways Project.

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Commissioner Stamps Keynotes at the First National Native American Fatherhood Conference



On November 14, 2006, Commissioner Stamps gave a Keynote speech at the First National Native American Fatherhood Conference hosted by the Native American Fatherhood and Family Association (NAFFA). NAFFA has created a successful program entitled “Fatherhood is Sacred” to provide community services to fathers. Approximately 1900 participants have been through the program, the youngest 13 and the oldest 75. The skills NAFFA teaches include: why fatherhood is sacred; how to build character and integrity; serving others and contributing to society; understanding the power of wise choices; gaining practical skills in parenting; relationship choices and social judgment; developing the skills to be a responsible and nurturing father; and strengthening identity through understanding Native American heritage.

ANA supports and fosters strong Native American families and healthy communities. One of the program areas of interest under Social and Economic Development Strategies (SEDS) is projects to strengthen the bond between fathers and children. ANA also funds projects that include approaches to improve child well-being by removing barriers associated with forming healthy marriages, sustaining healthy marriages, and strengthening families in Native American communities through the Healthy Marriage Initiative.

During her speech Commissioner Stamps stated “Fathers factor significantly in the lives of their children. There is simply no substitute for the love, involvement, and commitment of a responsible father.” The Commissioner went on to say that “In my opinion, it does not matter the age of your father, or the age of the children, all men want to contribute, all men want the love of their family, and all men want to be responsible fathers.”

Currently, ANA has five fatherhood grantees: Chugachmiut; Greater Minneapolis Council of Churches; Native American Youth and Family Center; Home for Women and Children; and Winnebago Tribe of Nebraska.

For more information on NAFFA, check out their website at: <http://nativeamericanfathers.org>

Fatherhood Statistics Tell A Story

- * Children whose fathers are in the home do better in school, are less likely to be depressed and are more successful in relationships with other children.
- * In 2000, 25 million children did not live with their fathers.
- * Behavior is learned – men who have had responsible fathers are more likely to become responsible fathers.



**National
Native American
Families Together
Parent Center**

NNAFT-PC believes that families need to be involved in the educational process of their children. Their mission is to increase partnerships between Native American families who have a child with a disability and the professionals serving their children.

Contact the NNAFT-PC for information on:

- * The educational rights of children with special needs
- * Working with schools, doctors, and other professionals
- * Being an equal partner in developing your child’s educational plan
- * Learning problems, behavioral problems and other disabilities

www.familiestogether.org or 1-877-205-7501

The Center for Substance Abuse Prevention (CSAP), which is part of Substance Abuse and Mental Health Services Administration (SAMHSA), found direct correlation between Native students who were exposed to a culturally-based curriculum and decreased drug use. Simultaneously this culturally-based curriculum increased Native youths' problem-solving skills and positive self-images.

1000 Ways to Combat Meth in Our Communities Campaign

In partnership with the Office of the Lieutenant Governor, State of Hawaii, ANA launched the *1000 Ways to Combat Meth in Our Communities Campaign*. As part of the **Drug-Free Hawaii Awareness Month** in February, ANA is offering to supplement nine Hawaiian youth grantees in the amount of \$1,000 each for the development and implementation of community-based solutions to promote healthy lifestyles and combat drug abuse, in particular methamphetamine abuse.

The Office of the Lieutenant Governor will be supporting activities across the state during the month of February. ANA's *1000 Ways to Combat Meth in Our Communities Campaign* will empower and provide resources to youth grantees in Hawaii to launch drug awareness campaigns to impact how youth view and understand drug use. This is the first phase of ANA's Meth Initiative.

The Bureau of Indian Affairs Office of Law Enforcement Services surveyed Tribes with whom they work closely on law enforcement. 74% of Tribes indicated that Meth is the drug that poses the greatest threat to their community. ANA hosted a brainstorming session during the Sixth National Conference on Service in Indian Country sponsored by the Corporation for National and Community Service (CNCS) where low cost activities to combat Meth were identified. ANA encourages all communities to address Meth abuse and develop culturally appropriate activities.

Native Americans, particularly Native Hawaiians have the highest rates of methamphetamine abuse – 2.2% of Native Hawaiians, 1.7% of American Indians/Native Alaskans compared to other ethnicities: whites(0.7%), Asians (0.2%), African Americans (0.1%)

– SAMHSA 2005 Report.

Low Cost Activity Ideas to Combat Meth in Your Community

- * Ask community members to take a pledge against Meth. Have them sign a document declaring they will not use or enable others to use Meth. Publish a list of those that have signed the pledge in the Tribe's/Organization's newsletter/website.
- * Implement exercise groups, fun runs and triathlons against Meth.
- * Develop mentoring circles and ask youth to identify three community mentors.
- * Ask youth to design a community campaign against Meth and award prizes such as video games and cash.
- * Initiate a Radio Club with Youth. Ask youth to create public service messages on Meth.
- * Sponsor a poster competition on Meth and give away prizes for 1st, 2nd and 3rd place. Ask a panel of judges to judge the posters.
- * Host an adult education night to discuss Meth abuse and the effects on the community.
- * Invite a Native graffiti artist to paint murals about Meth.
- * Ask youth to develop a brochure on Meth.
- * Develop Youth Circles.
- * Develop a youth survey about Meth abuse and solutions to measure their knowledge about the drug.
- * Create a Women's Circle for support. Engage women in how to address Meth in the community.
- * Attach HUD Housing, and Fish and Game rights to the completion of an educational course and remaining Meth free.
- * Hold a community youth dance and engage youth to address Meth abuse.
- * Implement a Youth Video Project where youth show what their community looks like through film.
- * Develop a Healing Garden where community members plant a plant in memory of someone lost and learn about traditional plants and medicines.
- * Develop a service learning program to engage youth.
- * Engage youth in remodeling community centers to create an environment where youth are comfortable.

We are always looking for inspiring stories and creative approaches as we shape the ANA Meth Initiative! Please send your successes on combating Meth to croy@acf.hhs.gov.

ANA

Show and Tell

Just a few weeks ago my seven year old nephew called me, very excited about his upcoming "Show and Tell." He's new to his school and this was his first time to get to do a "Show and Tell." He is Samoan and being on the east coast, where there is not a large Samoan population, he is the only Samoan student at his school. So for "Show and Tell" he decided to share his culture with his classmates.

He called me to see if I had any ideas or things that he could bring in to show the class. We talked a bit and I was very proud of him for wanting to educate his classmates about Samoa. I gave him a model *paopao*, a traditional canoe from Samoa, still used for racing events today and a wonderful way to stay fit! I also gave him a small model *fale*, a traditional house in Samoa, made from wood and coconut fibers with open walls so the sea breeze keeps you cool all through the night. The last things I had for him were *ulas*, necklaces made of tropical flowers from Samoa that smell fantastic and are quite stunning. On the day of his "Show and Tell" he and his Mom went to school dressed in traditional clothing, an *ofu* for my nephew and a *puletasi* for his Mom. They shared the few items I had given him along with pictures of his beautiful island. They taught the kids how to say hello and how are you in Samoan, *Talofa Lava, O a mai oe?* The Samoan culture could never be presented without *musika ma siva*, music and dance. So his mother performed a beautiful and graceful Samoan *siva*. His second grade classmates really enjoyed themselves and loved learning about the Samoan Culture. My nephew came home beaming and was so pleased with how his first "Show and Tell" went.

What we would like to do with this page, in future ANA Messengers, is highlight some of our diverse cultures. We want this page to be a place for you to share with ANA and all of our readers. It's up to you what you would like to share. You could choose to share a song, or a poem from your tribe. Or perhaps a picture of a piece of artwork. Maybe you want to share your creation story or another story that is an important part of your culture. Below we have two wonderful recipes submitted from the NSAIE. This page can be anything that you, our readers, would like to share about your culture. There is so much rich culture and tradition in Indian Country and we would like to highlight and showcase a bit of it here in every edition.

- Carrie Fanueli

Please make submissions for this page to anacomments@acf.hhs.gov and title the email Culture Submission for ANA Messenger.

The National Society for American Indian Elderly (NSAIE) Shares Traditional Recipes

The Knowledge Preservation Project is a three year grant funded by ANA. This comprehensive program seeks to increase funding for projects and services for American Indian elderly while supporting the preservation of traditional knowledge by collecting and archiving traditional food recipes. NSAIE will publish a traditional American Indian Cookbook. **For more information about submitting recipes, check out the NSAIE website at <http://www.nsaie.org/KPPRecipes.htm>.** Below are two sample recipes from NSAIE's cookbook. Enjoy!

Acoma Pueblo Deer Stew

- 1 Cup Water
- 1 1/2 lbs. Venison, cubed
- 1/3 Cup Pinon Seeds
- 1/3 Cup Pumpkin Seeds
- 1/4 Cup Melon Seeds
- 1 8 oz. Can of Beans, (Kidney or Pinto)
- 1 8 oz. Can of Hominy and Juice
- 1 tsp. Garlic Powder
- 1 tbl. Butter
- Salt and Pepper to taste

Brown venison in butter over high heat in a large saucepan. Season with salt, pepper, and garlic. Add the rest of the ingredients, turn heat down to simmer, and stew for 2 hours. Good served over rice, with blue corn bread, or fry bread. Serves 4. Submitted by: Stanley Paytiamo

Mississippi Choctaw Blackberry Dumplings

- 1 Quart Blackberries, with Juice (other fruits, such as hackberries, peaches, or apples may be substituted for blackberries)
- 1 Quart Water
- 1 Cup Sugar
- 2 Cups Flour
- 3 tsp. Baking Powder
- 1/4 tsp. Salt
- 1 Cup Milk
- 1/3 Cup Butter
- 1 tbl. Sugar

Heat first three ingredients in a large saucepan over high heat until boiling. Mix dry ingredients in a bowl, sift well. Work in butter with a fork or fingertips, then add milk gradually. Roll out dough on floured surface and cut into strips, then in squares. Drop in hot blackberries. Cover, lower heat, and simmer until cooked through and thickened. Serves 8. Submitted by: Lena Denson

Regional Highlights

An Overview of Alaska: The Last Frontier

Written By: Tom Okleasik

Are you an Eskimo? Does everyone in Alaska still live in igloos? Is it always light in the summer and dark in the winter? Burr – is it freezing in Alaska? How often do you see polar bears?

These are common questions people have about the great state of Alaska. This article hopes to increase awareness of the state, our fellow indigenous peoples and cultures, and hopefully diffuse common misperceptions.

Paglan, or welcome in Iñupiaq, let's explore the Last Frontier!

Are you an Eskimo?

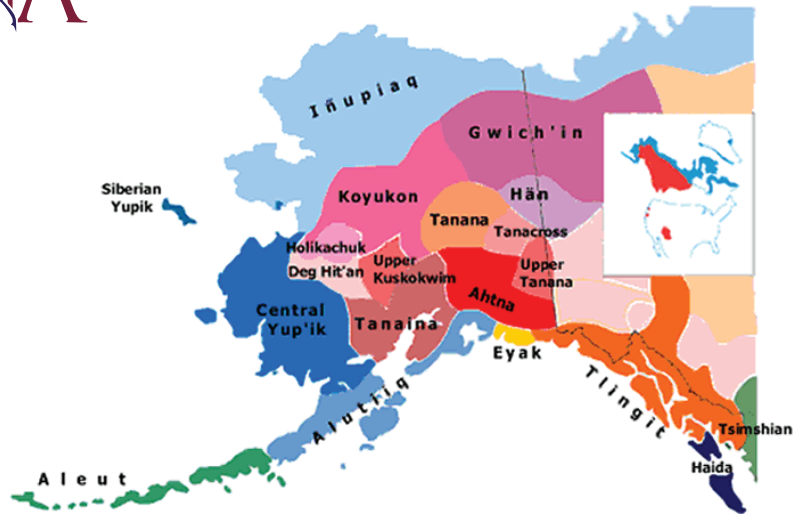
The majority of Alaska Natives are Eskimo, or more appropriately Iñupiaq, Yupik or Cup'ik. As with most western descriptions, the English word "Eskimo" has come under scrutiny in recent years for being offensive, and many Americans today either avoid this term or feel uneasy using it. However, the term is still common and frequently used but the specific cultural and tribal identity is preferred, e.g. Iñupiaq, Yupik or Cup'ik.

Today, each cultural group is a proud and strong people with very unique, distinct languages and many dialects. Alaska Natives are also organized into 229 federally recognized tribes which continue to enroll new generations of tribal families that maintain centuries of spiritual connection to the land of Alaska.

Does everyone in Alaska still live in igloos?

Although wonderful to imagine, the answer is no. Igloos trace their origin back to Iñupiaq, Yupik and Cup'ik homes made of sod, rather than of snow and ice. In fact the Iñupiaq word iglu means house. Today, like most Americans, Alaska Native peoples live in wood frame homes. However, many of these homes, particularly at the village level, are sub-standard, overcrowded and very expensive. Housing is an important tribal issue and the majority of tribes have authorized the creation of regional housing authorities.

Suggestions? Comments? Questions? You can contact ANA via 1-877-922-6962 or email anacomments@acf.hhs.gov



Is it always light in the summer and dark in the winter?

Yes, Alaska summers are long and winter days are short. The length of time it is light or dark is very dependent on the geographic location within Alaska. For example, at the northern most point in Alaska, Point Barrow, it is light 24 hours a day during the summer solstice and completely dark all day during the winter solstice. Southern parts of Alaska will have 2-4 hours of darkness during summer solstice and 4-6 hours of light during the winter solstice.

Brrrr – is it freezing in Alaska?

Yes, it is in the winter. Again, the variance in temperature is affected by the geographic location within the state. For example, in the northern and arctic regions, average winter temperatures can be -50 to 30 degrees Fahrenheit without wind chills. Alaska is a large area - in fact, Alaska is the largest state in America and contains approximately 16% of the total United States landmass. Because of its large geographic size, Alaska has widely diverse environmental, climatic, and demographic characteristics. For example, the southeast area of Alaska is actually a temperate rain forest.

How often do you see polar bears?

Most Alaskans do not see polar bears very often, as they live in remote and arctic areas of Alaska. Polar Bears can be found in the far north area of the state and the coast of the Beaufort Sea. However, it is very common for Alaskans to see other species of wildlife including foxes, eagles, moose, caribou, musk ox, and killer whales. These animals are spectacular to see in their natural, undisturbed habitat and also support sustainable Alaska Native communities and cultures.

Hopefully this has provided an overview to the many facets of Alaska and our indigenous peoples. *Qinigislgitkikpin* or "see you later" in Iñupiaq.

The close of 2006 concluded a very successful year for ANA's mission and work in Native American communities in the U.S., Alaska and the Pacific Islands. During the year, teams of Impact Evaluators journeyed into the field to get a firsthand look at 87 of the 113 projects that ended in 2006. Each Impact Visit was a chance for ANA to reunite with the grantee to learn about the successes and challenges they faced during the implementation of their project and to assess the impact of ANA funding upon Native American communities.

The first full-scale exploration of ANA's grant portfolio provided some very positive experiences. The Impact Teams enjoyed such varied experiences as participating in an Elders Circle with the Omaha Nation of Nebraska, sharing salmon jerky with the Native Village of Napaimute community members in rural Alaska, observing a Chinuk language class involving Grand Ronde Native youth, and sharing a lunch of organic fruits and vegetables with young Native Hawaiian farmers. The ANA grantees provided heartfelt hospitality to the Impact Evaluation Teams and every gesture was truly appreciated.

The Impact Visits in Indian Country also highlighted some very encouraging project implementation trends. Grantees are better documenting and tracking information on their impact indicators and have embraced the new standardized version of ANA's Objective Progress Report. This information has allowed ANA to better assist our grantees in implementing projects and has begun to create a network in Indian Country among grantees with similar projects and needs. *Keep up the good work!*

The data collected and knowledge gathered from grantees clearly demonstrated to the Impact Teams that the achievements of ANA projects are numerous. The 87 visited projects, which represent almost \$26 million in distributed grant awards, helped create 67 new businesses, employed nearly 830 people, generated over \$1.2 million in revenue and leveraged over \$11.5 million in resources dedicated to the projects. On the social level, these projects involved 3,572 Elders and 13,234 Native youth, strengthening critical ties between the two groups.

Overall, Impact Evaluation has become an integral piece of the ANA grant process. Our staff will continue to gather the knowledge and stories of grantees and project beneficiaries and collect project data throughout 2007. **However, you do not have to wait for an Impact Evaluation to share the positive stories of your ANA project; if something interesting or exciting is happening with your project, let us know!**

Face-to-Face

With David Record
IT Services



Q: Tell us a little about your background.

A: I grew-up in the D.C area, however, in recent years I have lived and studied in several countries - most recently in South Africa. I am married with one beautiful child and another one on the way.

Q: How long have you been working with ANA?

A: I have been working with ANA since the fall of 2005.

Q: What are your responsibilities at ANA?

A: I am the "IT Face" of ANA, providing the technical expertise for the ANA Website and Newsletter, Electronic Grants Processing and IT issues. I also provide assistance to ANA's Proposal Review Sessions.

Q: Are there any new features on ANA's website that you'd like to tell us about?

A: We have just launched a revamped grants award page where the public can view all the current ANA grantees by state or by program area. All the visitor has to do is click on the state they are interested in or a program area and they will be able to see an overview of the current grants. You can then view project abstracts by clicking on the grantee's name.

Q: How are the success stories chosen for the website?

A: Success stories are chosen by ANA Impact Evaluators based on visits they have conducted in the field. These are stories that demonstrate the difference that ANA is making to Native Americans across the country.

Q: What other information can we look forward to on ANA's website?

A: Since the initial website redesign has been completed we are currently working to make it an ever increasing resource for our grantees as well as the general public interested in improving the Native American Social and Economic Welfare. ANA's Website not only provides information on awarded grants but also details news of ANA initiatives, travel and activities of the Commissioner, information on training and review sessions as well as upcoming events.

ANA 2007 Grantee Photo Contest

ANA is one of the best kept secrets among government agencies. We know that a small amount of money goes a long way in our Native Communities. ANA has consistently demonstrated this through its many successful projects. So we think it is time to shine the light on our dedicated grantees who make it all possible.

ANA is Holding a Photo Contest to Capture Current ANA Projects in Action.

Prizes: The winning photo in each category will be produced as a poster and displayed at the ANA Washington office. ANA will provide a copy of the poster to the winner. ANA will also use the winning pictures in marketing materials and on the ANA Website.

Deadlines:

- * All entries must be postmarked/mailed to ANA by April 16, 2007 in order to be considered for the contest.
- * Winners will be notified no later than 2 months after the deadline.



Photograph Standards:

- * Can be either color or black and white.
- * Must be digital and in .jpeg format.
- * Pictures must be clear and in focus.

Categories:

- * SEDS * Language Preservation * Healthy Marriage
- * Environmental * Youth * Intergenerational
- * Cultural Preservation * Fatherhood

Eligibility:

- * Each grantee may enter no more than three (3) photographs.
- * You may designate more than one category for each photograph
- * Completed entry form must be mailed to ANA along with copy of photo.
- * All digital entries must also be emailed to anacomments@acf.hhs.gov



Apply on the ANA Website

For the Official Entry Form and Rules and Regulations click on ANA 2007 Grantee Photo Contest under What's New at:

<http://www.acf.hhs.gov/programs/ana>

If you have any questions, please contact the ANA Helpdesk at (877) 922-9262.



Capturing the Winning Shot

- * Make Sure Your Photo Captures the ANA Project – Feature an interactive activity.
- * Tell the Story – In your photo description, take the time to explain what is happening in the photograph. Your story will make your photo more powerful!
- * Candid and Planned Shots – Keep your camera on hand for those memorable candid shots, but also consider preparing a shot. Think color, composition, and creativity when arranging your setting.



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