

# The ANA Messenger

## FROM THE DIVISION OF POLICY, PLANNING, AND EVALUATION Administration for Native Americans

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

● May 2009

### Message from the Director, DPPE

Welcome to the new ANA Messenger. This edition of the Messenger was put together by the Division of Policy, Planning and Evaluation (DPPE). DPPE is responsible for the development of organizational policies and planning; community impact evaluations; completion of specialized organizational studies; oversight of training and technical assistance (T/TA) services; and coordination of T/TA activities in Alaska, the Pacific Basin, and the lower forty-eight states.

I am pleased to announce that ACKCO, Inc. has been selected as the T/TA contract service provider for the Pacific Basin Region. ACKCO, Inc. is a Native American-owned small business firm with extensive experience providing T/TA for native communities. ACKCO, Inc. also adds three remarkable individuals to the ANA family:

#### *John Keone Nunes, Project Manager (Native Hawaiian)*

Keone has been involved with community development and heavily involved with various aspects of the Hawaiian culture such as Hawaiian language, Hula, conflict resolution and native tattooing since the 1970's. He has a vast knowledge of Pacific Basin culture, community and economic development, and community-based education and training. As a Native Hawaiian, Keone understands and appreciates the cultural, social, and language preservation goals of Pacific island communities.

#### *Rosia Tavita, Project Coordinator (Native Samoan)*

Rosia previously worked as a Program Specialist for ANA where she assisted with panel review sessions, evaluated applications and budgets, and monitored grantee projects. Prior to her work at ANA, Rosia worked at the Fagatele Bay National Marine Sanctuary in American Samoa where she planned, coordinated, and implemented education and outreach projects. The projects included Enviro-Discovery camps, school presentations on coral reefs and field trips (Reef-Weeks), and village outreach. She also previously taught English in Samoa.

#### *Susan White, Project Director*

Susan is a senior partner with ACKCO, Inc. and has over 30 years experience working with tribes and native populations. She has provided T/TA to over 500 tribes and native populations including Native Hawaiians and the native populations of American Samoa and Guam.

Sincerely,  
Courtney Roy, Director, DPPE

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## New Developments at ANA

### **INTRODUCING CAROLINE GARY, DEPUTY COMMISSIONER**

ANA would like to take this opportunity to introduce readers of the Messenger to the Deputy Commissioner, Caroline Gary. Mrs. Gary comes to us by way of the U.S. Departments of the Interior and Treasury. Her education background includes a Juris Doctorate from Mercer University, Walter F. George School of Law, and she is a member of the State Bar of Georgia. While at Mercer, Caroline served as the President of the Association of Women Law Students. She obtained her Bachelor of Arts degree in Sociology and Women's Studies from Augusta State University.

Caroline served in a variety of roles while at Interior. She provided guidance to the Bureau of Indian Affairs, the Office of Special Trustee for American Indians, Office of the Solicitor, and Department of Justice on issues related to tribal trust fund accounting and trust fund management claims, tribal litigation, and settlement negotiations. Caroline coordinated and developed collaborative dispute resolution approaches and communication strategies for tribal trust lawsuits through mediation, government-to-government consultation, and other negotiated processes. During her time at Interior, she held advisory positions with the Associate Deputy Secretary and Special Trustee for American Indians.

Caroline has extensive experience working with community service organizations that represent survivors of domestic violence and sexual assault. She currently serves as an advocate with the D.C. Rape Crisis Center and also volunteers at Georgetown University Hospital. In 2008, she was appointed to the Arlington County Board, Commission on the Status of Women where she serves as a community resource and advocate for women seeking to continuously advance and inform women in Arlington County on legal and human rights, economic equality, equal employment, and state legislation.

Caroline and her husband, John-Alex Romano, live in Arlington, Virginia with their two dogs, Pablo Sanchez and Abby. John-Alex is also an attorney; he works in the Criminal Appellate Division at the Department of Justice.

## **-ANA PACIFIC BASIN REGION ANNOUNCEMENTS-**

### **NATIVE HAWAIIAN REVOLVING LOAN FUND UPDATE**

In 1987, Congress established the Native Hawaiian Revolving Loan Fund (NHRLF) in amendments to the Native American Programs Act. The Act authorized ANA to provide grant funds and oversight, and designated the Office of Hawaiian Affairs (OHA) to match funding and to administer the loan fund. Following 18 months of planning, OHA implemented a comprehensive restructuring of the NHRLF in 2008. OHA added education and home improvement loan products to its existing business loan portfolio, and increased interest rates to a fixed 5 percent. OHA also contracted First Hawaiian Bank to expand its market outreach and loan servicing capabilities and procured Pacific Gateway Center to provide potential borrowers with credit counseling services.

As a result, NHRLF achieved remarkable results – disbursing as many loans in 11 months as it had in the previous 19 years. The NHRLF nearly “revolved” its capital base for the first time by disbursing \$8.4 million for a cumulative \$26.5 million in disbursements as of September 30, 2008. The NHRLF quickly and efficiently disbursed loans to the geographically-diverse Native Hawaiian community and successfully filled an unanticipated credit gap in the home improvement market and provided start-up funding for 20 new businesses.

### **GUAM COMMUNITY TECHNICAL ASSISTANCE SUPPORT PROJECT**

From December 2008 through January 2009, ANA T/TA providers facilitated four community meetings in Guam. The purpose of these meetings was to gather information from community leaders and members about the needs and challenges regarding the current and future human services needs.

Over the next five years (2010 – 2014) the Department of Defense will transfer 8,000 U.S. Marines and 9,000 family dependants, along with military hardware and equipment, from Okinawa, Japan to Guam. To prepare for this transition, the Government of Guam is actively engaged in an overall assessment to determine the long-term socio-economic impact on Guam's civilian population and its physical infrastructure, and to anticipate the needs of its unique communities.

ANA will be issuing a final report to the Government of Guam providing an analysis of Guam's existing human service delivery system from the perspective of community members, derived from information gathered during four group meetings with mayors, traditional leaders, local non-governmental organizations, and the Government of Guam's Department of Public Health and Social Services.

## 2008 Results From Impact Visits

Each year ANA's impact team visits projects within the grant portfolio to evaluate the effect ANA-funded projects have on native communities. Approximately 70% of projects receive an impact visit during the three months prior to or after the project end date.

The information gathered from each grantee visited is compiled into an annual report to Congress. Lasting one full business day, the impact visit provides the opportunity to meet project staff and beneficiaries in order to collect qualitative and quantitative project information. During the visit, T/TA Providers are available to assist grantees in increasing capacity to implement future community based projects. The purpose of this knowledge and data collection is threefold:

1. Assess the impact of ANA funding on native communities;
2. Increase knowledge about the successes and challenges of grantees, thereby improving ANA service delivery; and
3. Increase transparency by sharing the unique stories of grantees with fellow native communities.



*Three attendees take part in the Native American Youth and Family Center's Celebration of Healthy Relationships in Portland, Oregon.*

The end of 2008 concluded another successful year for ANA's mission and work in Native American communities in the continental U.S., Alaska, and the Pacific Islands. During the year, teams of Impact Evaluators journeyed to 87 of the 125 projects that ended in 2008. Each visit was a chance for ANA to reunite with the grantee to learn about

the successes and challenges faced during the implementation of their project and assess the impact of ANA funding upon the community.

The exploration of ANA's portfolio provided some very positive experiences. The impact teams enjoyed such varied experiences as sharing muktuk with Inupiat Community of the Arctic Slope staff in Barrow, Alaska, listening to the songs of the Odawa Women's Group from the Little Traverse Bay Band of Odawa Indians, participating in the Native American Youth and Family Center's healthy marriage recognition ceremony in Portland, Oregon, and touring the Duwamish Tribe's newly constructed longhouse in Seattle, Washington. ANA grantees provided heartfelt hospitality to the impact teams and every gesture was truly appreciated.

The impact visits also highlighted encouraging project implementation trends. Grantees are better documenting and tracking information on their impact indicators and have embraced the standardized Objective Progress Report. This information has allowed ANA staff to better assist our grantees in implementing projects and strengthened our ability to provide targeted electronic and on-site technical assistance. Keep up the good work!

The data collected and knowledge gathered from grantees clearly demonstrated to Impact Evaluators that the achievements and benefits of ANA projects are numerous. The 87 visited projects, which represent over \$34 million in grant awards, helped create 427 full-time job equivalents, leveraged over \$12.5 million in resources, and created 47 new businesses. On the social level, these projects involved 6,091 elders and 15,715 native youth, strengthening critical ties between the two groups.

Overall, impact evaluation continues to be an integral piece of our grant program. The stories shared by you, the grantee, will continue to inform and edify ANA processes and trainings. We look forward to gathering the knowledge of grantees and project beneficiaries as we collect project data throughout 2009.

*"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

# ANA Project Accomplishments in 2008

## *Social and Economic Development Strategies*

Projects Evaluated	62
Total Project Funding	\$26.5 Million
Full-Time Job Equivalents Created	362
People Employed	544
New Businesses Created	47
Native American Consultants Hired	146
Revenue Generated	\$613,797
Resources Leveraged	over \$9.5 Million
Partnerships Formed	970
Individuals Trained	15,834
Elders Involved	5,2991
Youth Involved	12,294
Governance Codes Developed	9
Governance Codes Implemented	6



*Lodge Pole District Horsemanship Project (Nakoda Horse Society) - Fort Belknap Indian Reservation, Montana*

## *Lanugage*

Projects Evaluated	19
Total Project Funding	\$5.4 Million
Language Surveys Developed	6
Language Surveys Completed	639
Language Classes Conducted	10,866
Language Teachers Trained	120
Individuals Who Achieved Fluency	20
Adults Increasing Language Skills	1,355
Youth Increasing Language Skills	2,642



*Kotzebue Native Village's Capacity Building for Nikaitchuat Llisagviat Immersion School - Alaska*

## *Environmental*

Projects Evaluated	6
Total Project Funding	\$2.2 Million
Individuals Trained	233
Codes and Regulations Developed	11
Elders Involved	185
Youth Involved	151



*1854 Treaty Authority protecting natural and cultural resources - Minnesota*

## Business Guides

### The Indian Business Owner's Guides

- Guide One Developing a Marketing Plan
- Guide Two Performing a Preliminary Feasibility Study
- Guide Three Preparing a Business Plan
- Guide Four Securing Financing

Revised and expanded in 1993 by the North Coast Small Business Development Center in cooperation with The Seventh Generation Fund.

Revised and expanded in 2006 by ACKCO, Incorporated, under contract 233-03-0009 from the Administration for Native Americans, U.S. Department of Health and Human Services, Washington, D.C.

### The Tribal Enterprise Developer's Guides

- Guide One Developing a Marketing Plan
- Guide Two Performing a Preliminary Feasibility Study
- Guide Three Preparing a Business Plan
- Guide Four Securing Financing

Adapted from *The Indian Business Owner's Guides* published in 1993 by the North Coast Small Business Development Center in cooperation with The Seventh Generation Fund. The Tribal Enterprise Developer's Guides were developed in 2006 by ACKCO, Incorporated, under Contract No. 233-03-0009 with the Administration for Native Americans, U.S. Department of Health and Human Services, Washington, D.C.

### The Indian Social Entrepreneur's Guides

- Guide One Developing a Marketing Plan
- Guide Two Performing a Preliminary Feasibility Study
- Guide Three Preparing a Business Plan
- Guide Four Securing Financing

Adapted from *The Indian Business Owner's Guides* published in 1993 by the North Coast Small Business Development Center in cooperation with The Seventh Generation Fund. The Indian Social Entrepreneur's Guides were developed in 2006 by ACKCO, Incorporated, under Contract No. 233-03-0009 with the Administration for Native Americans, U.S. Department of Health and Human Services, Washington, D.C.

Economic development for tribal governments and tribal people has become critically important over the past few years. The development of independent, tribally-owned businesses is an inherent part of cultural survival, and tribes have grown stronger through these efforts. ANA, in partnership with ACKCO, developed three Indian Business Guides on CDs for social entrepreneurs, tribal enterprises and Indian business owners. These guides provide a step-by-step process for individuals and tribes interested in business development. **These are free resources and are available by contacting ACKCO at (800) 525-2859.**

The author of the guides, Suzanne Burcell, is a member of the Karuk Tribe of California. Ms. Burcell has over 25 years experience assisting tribes, Indian entrepreneurs and a variety of state organizations, with business development. In these guides, she provides users with an introspective section prior to getting involved in the fundamentals covered in the main section. The introspection offers the user time to reflect on motivations prior to forming a business. Exercises are included to help individuals focus on what they want to achieve through owning a business and develop a realistic understanding of the effort that will be required during this undertaking.

Each of the Business Guides walks the user through the following four-step process:

- Section One, “Developing a Marketing Plan,” helps users learn to target a specific population and to identify aspects of this population which will help with marketing.
- Section Two, “Performing a Preliminary Feasibility Study,” provides the user with background information to help determine the feasibility of the proposed business, while going into detail regarding production factors, capitalization requirements, and financial statements. Sample worksheets include Statements of Cash Flows, Statement of Operations, and Risk Assessment.
- Section Three, “Preparing a Business Plan,” is an overview of the development process for a business plan. It will assist the user in defining the proposed business while laying out the strategy to formulate a plan, method of production, and needs with respect to managing the new business.
- In Section Four, “Securing Financing,” the information developed in the earlier sections is compiled so the user is prepared to approach a financial institution with necessary information to request a loan for initiating the business. The focus of this section is on the “6 C’s of Success in Business: Character, Capability, Conditions, Cash, Credit, and Collateral.”

The intent of these guides is to provide clear, relevant, and culturally competent guidelines for tribal governments and community members to successfully research, develop, secure funding, and implement strong businesses. The individuals who helped develop these guides have a unique understanding of the importance of strengthening economic development on tribal lands. The business guides are useful tools for building a strong foundation for tribal and personal financial security.

## Grantee Spotlight: National Indian Women’s Health Resource Center

In its ten year history, the National Indian Women’s Health Resource Center (NIWHRC), located in Tahlequah, Oklahoma, has been assisting American Indian and Alaska Native women in achieving optimal health and well-being for themselves, their families, and their communities. NIWHRC has established a national Indian women’s health network that promotes advocacy, education, policy development, appropriate research, and encouragement of healthy lifestyle behaviors in a cultural context. It has received funding from many private foundations and federal agencies for these efforts; including several grants from ANA since 2001. NIWHRC partners with public health organizations, community faith-based organizations, tribes, and tribal organizations.

Pamela Iron, Executive Director, agreed to share more about NIWHRC and the ANA project, “Circle of Positive Choices for the Mind, Body, Spirit, and Community.”

**Q: Can you tell us a little about your organization?**

A: Our organization grew out of the National Indian Health Service (IHS) Women’s Advisory Committee to the Director of IHS, which was established to give input regarding the health needs of Indian women at the grassroots level. Our group recognized that women were the center of both the family and community, and that addressing the needs of Indian women also resulted in family needs being addressed. We also recognized the need to establish a non-profit organization that could be a partner with IHS and other federal agencies in promoting these health issues – an organization that could develop new initiatives for change at the grassroots level. Thus, 12 people, mostly from this working group, formed the National Indian Women’s Health Resource Center.

**Q: In recent years, you have directed more effort and energy towards youth projects. Can you tell us what influenced that decision?**

A: As NIWHRC became involved in Indian women’s health we were able to see the significant need to address many of the same issues for young girls. By looking at the statistics and studies of adolescents, it was imperative that action be taken to bolster the self-esteem and resiliency of Indian youth. Adolescents are at the age where they can be



*Native youth collaborate and consider positive life choices.*

impacted the most. These are the formative years where “one word” or “a piece of information” can make an impact on a person’s life later. This happened many times in my life.

**Q: Briefly, could you describe your recent ANA-funded project?**

A: “Circle of Positive Choices for the Mind, Body, Spirit, and Community” is a four-session curriculum which focuses on helping young people develop positive choices in their everyday lives. Each session is geared toward helping young people make healthy choices and creating an understanding of Native culture and the strength it can provide. Cultural components are integrated throughout the curriculum. The program focuses on skill building for positive attitudes about self-esteem, relationships, drugs, alcohol, finances, communication, and cultural values. The sessions are two-hours in length and can be adapted to meet the timeframe needs of the community.

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**Q: How did you develop this curriculum? How have youth responded to it? And now that your project is complete, what will you do with the curriculum?**

A: The curriculum was developed by surveying youth mentors from tribal youth programs participating in a previous project. We also included native elders in our discussions. Following this, we used focus groups and guided brainstorming to establish the core elements of both projects. Once we finished creating the curriculum, we held pilot tests with youth to get feedback. They gave us very good insight into necessary changes. From this, we put together “Toolkits,” ready-to-use guides for facilitators, which include discussions of real-life issues, culturally relevant student handouts, “out-of-seat activities,” and teaching tips. Our partners are very satisfied with the toolkits, and continue to use them in their communities. We have trained several hundred youth – who have found the training to be dynamic and highly engaging. These toolkits are available for \$25.00 each. They can be ordered by calling our toll free number **1-866-4NIWHRC**. We also will provide “train the trainers” workshops for a fee.



*Native teens from Oklahoma visit Acoma Pueblo (NM) to learn about other native cultures.*

**Q: What kinds of challenges did you face with the project, and what advice do you have for other ANA grantees?**

A: Communication was a challenge because most of our partners were not located near us. It is good to keep in touch by email, but phone calls and face-to-face meetings have been more important in helping keep our project on track. Also, because we are a national organization, we know it is important to be flexible with each community in which we work, so there are no feelings of intrusion.

There is a lot of planning that must diligently be attended to when you are working with multiple partners and diverse groups. Being able to understand how to work with partners is very important because generally you are trying to meet your own needs for the project, but you must recognize that your partners have needs, a vision, and goals that may not match yours.

**Q: What would you say were some “best practices” techniques from this project?**

A: NIWHRC has established a policy to create a project video and monograph to document the development, execution, and the outcome of each NIWHRC project. Many times people will not read a curriculum but they will review a monograph or watch a video. With our partners we create formal memoranda of understanding, stating each party’s roles and responsibilities. We have formed strong bonds and networks because of our clarity and integrity with our partners.



*Circle of Positive Choices  
cultural activities connect youth to  
native traditions and build group cohesion.*

## Face-to-Face with Lori King, Senior Project Consultant



teaching, I wanted to continue working with Native Americans, so working with New West Technologies and ANA was an easy choice for me.

**Q: How do you like living in the Washington, DC area? What do you do in your spare time?**

**A:** I enjoy the DC area. There is always something to do, just not always enough time or energy to do everything. I have a seven year-old who loves the museums. During the first year we were here, we lived as if we were visitors, on-the-go every weekend and doing as many things as we could. That was exhausting, so we've scaled back greatly.

**Q: Tell us a little about your background.**

**A:** I was born in Sault Ste. Marie, Michigan and am a member of the Sault Ste. Marie Tribe of Chippewa Indians. I grew up in Wisconsin, where we relocated when I was seven, but returned to the Sault early in my teaching career to help start a Tribal school. I worked in education in Sault Ste. Marie for ten years, either as a teacher or administrator. During this time I connected with New West Technologies through its sponsorship and organization of the Native American Science Bowl. The teams I coached from Sault Ste. Marie won several times, qualifying us to compete in the National Science Bowl and travel to Washington, DC. Students also had the opportunity to meet the President and leaders of several agencies. I began my current position with New West Technologies in 2004 and have been supporting ANA efforts since November 2007.

**Q: Why did you work in the field of education, and what made you transition to your position at ANA?**

**A:** I have always enjoyed learning and teaching – I often tutored others while I was in high school and college. I have a variety of interests, but the major factor motivating me to teach was having young children. I decided my degree was going to be in education when my children were two and three years old and I thought working as an educator would enable me to have the same schedule as my children while they were growing. I spent the last seven years of my teaching career working mainly with tribal students. I've enjoyed working with all students, and especially miss the relationships developed with youth while trying to encourage them to make good choices. When I left

**Q: As a Senior Project Consultant, what kind of work do you do at ANA?**

**A:** In my position, I support the Division of Policy, Planning, and Evaluation. This has included a variety of activities such as research for briefing books, traveling to communities devastated by disaster, editing the ANA Newsletter, assisting with various reports, attending work group meetings, and more. I really enjoy the work because it is very diverse; I'm always doing new things. Since I have close ties to a tribal community, I think my perspective is helpful for ANA when working with tribes.

### ANA Newsletter Contributors

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