



2010 Impact and Effectiveness of
Administration for Native Americans Projects
Report to Congress

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EXECUTIVE SUMMARY

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

Each year, ANA visits grantees to conduct impact evaluations on ANA-funded projects. This report includes a brief overview of each project visited and comprehensive results on the impact ANA funding has on Native American communities. The combined funding for the visited projects was \$21.3 million, \$13.5 million for 39 social and economic development projects, \$6.3 million for 24 language projects, and \$1.5 million for seven environmental projects. The projects were located in 22 states and territories, with the highest number of projects in Alaska, California, and Oklahoma

ANA grantee projects had a positive effect on the economy of Native American communities. As detailed in this report, in 2010, ANA's \$21.3 million investment in the communities resulted in:

- 360 full-time jobs
- 36 businesses created
- \$5.7 million in income generated
- \$6.1 million in additional resources leveraged to support projects
- 2,762 individuals trained
- 1,114 partnerships formed
- 6,487 youth and 2,029 elders involved in community based projects
- 1,238 youth and 208 adults with increased ability to speak native languages

A majority of ANA projects visited in 2010 successfully met or exceeded all of their project objectives. Only 7 percent of the projects visited did not meet project objectives, compared to the 69 percent of projects that met or exceeded project objectives.

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

2010 IMPACT AND EFFECTIVENESS REPORT OVERVIEW

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

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

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

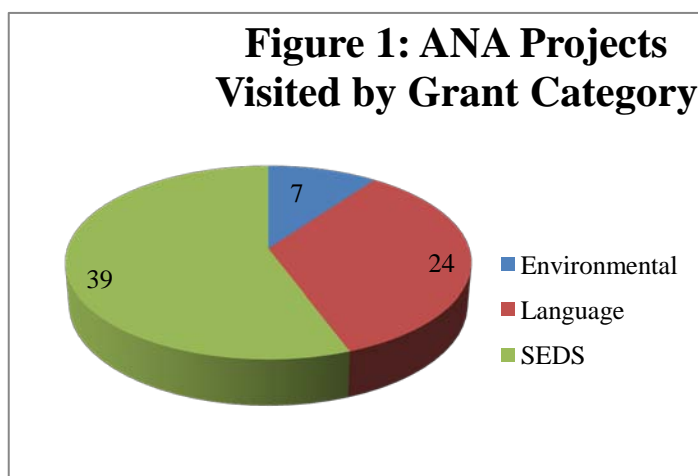
The Native American Programs Act (NAPA) of 1974 (42 U.S.C. § 2991 *et seq.*) provides that ANA is to evaluate its grant portfolio in not less than three-year intervals. The statute requires ANA to describe and measure the impact of grants and report their effectiveness in achieving stated goals and objectives.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

OVERVIEW

Each year, ANA visits grantees to conduct impact evaluations on ANA-funded projects. Evaluation teams use a standard impact evaluation tool developed in collaboration with the Administration for Children and Families' Office of Planning, Research and Evaluation. The impact evaluation tool is used to elicit quantitative and qualitative information from project staff, project beneficiaries, and community members in a variety of interview settings. The purpose of these evaluations is threefold: 1) assess the impact of ANA funding on native communities; 2) learn about the successes and challenges of ANA grantees to improve ANA service delivery; and 3) increase transparency of ANA-funded projects and activities.

RESULTS AND IMPACTS

During 2010, 74 of 232 ANA-funded projects were selected for impact visits. Of the 74 projects, seven projects had no-cost extensions beyond calendar year 2010. Therefore, these projects are not included in this report. An additional three projects, which were visited in 2009 and received no-cost extensions into calendar year 2010, are included in this report, bringing the total number of projects analyzed to 70. Projects were selected based on approaching



completion dates, geographic location (within one day’s drive of another project), and amount of the grant award (i.e., high-dollar projects).

This report provides results for the 70 selected projects that fell into the three general grant categories as depicted in Figure 1. Funding totaled \$13.5 million for the 39 SEDS projects, \$6.3 million for the 24 language projects, and \$1.5 million for the seven environmental projects. The 70 projects were located in 22 states and territories, with the highest number of projects in Alaska (10 projects), California (seven projects), and Oklahoma (seven projects). Table 1 summarizes the key results by state.

Table 1: Key Project Results

State	# of Projects	Award Amt	Jobs Created	NA Consultants Hired	Businesses Created	Revenue Generated	Resources Leveraged	Formed Partnerships	Individuals Trained	Elders Involved	Youth Involved
AK	10	\$4,580,767	121	34	1	\$3,973,655	\$1,904,905	155	742	362	224
AZ	2	\$771,123	33	3	18		\$183,660	33	540	560	284
CA	7	\$1,606,889	18	14			\$268,989	72	211	114	141
GU	2	\$234,885	6	3			\$40,867	33	10	7	153
HI	2	\$532,200	5	7	6		\$117,986	23	21	216	368
MA	1	\$114,339	1				\$50,000	2			
MD	1	\$740,102	13		6	\$460	\$97,000	16	2	12	42
ME	1	\$73,329	2	7			\$5,410	10	60	40	
MI	1	\$277,381	3	1			\$0	80	16	15	25
MN	4	\$582,359	5	7			\$862,939	86	72	101	360
MP	1	\$571,124	7		1	\$3,065	\$334,664	36	47	11	600
MT	3	\$947,100	7	3			\$119,182	80	45	55	25
NC	3	\$607,629	5		1	\$11,541	\$166,007	75	99	65	50
ND	2	\$769,077	6	3			\$108,146	45	32	30	233
NM	3	\$1,142,467	7	8			\$227,441	55	33	42	168
NV	1	\$88,553		6			\$737	4	5	5	1
OK	7	\$1,468,895	15	10		\$4,639	\$314,376	68	278	51	278
OR	4	\$1,687,217	54	13	1	\$1,684,797	\$361,519	53	18	45	19
SD	6	\$2,350,210	27	14	1	\$22,038	\$249,300	89	333	62	2756
TX	2	\$404,233	6	2			\$121,002	32	3	6	29
WA	5	\$1,135,569	11	10	1		\$505,517	52	186	164	586
WI	2	\$539,896	7	3			\$74,147	15	9	66	145
Total	70	\$21,225,344	360	148	36	\$5,700,195	\$6,113,793	1114	2762	2029	6487

A total of 360 full-time equivalent positions were funded by ANA projects and other leveraged funds, as displayed in the “Jobs Created” column.¹ Figures for “Revenue Generated” and “Resources Leveraged” were validated by the evaluators to the extent possible.

Projects receive evaluations during a three-month window before or after their project end date; therefore, evaluators do not collect data on outcomes that are achieved in the years after a project has ended. However, projects achieved many immediate and intermediate outcomes that evaluators were able to capture through qualitative observations. Data collected from impact visits demonstrates 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 2008 U.S. Census data, 25.3 percent of American Indians/Alaska Natives live in poverty.² These percentages rank Native American poverty at more than twice the overall rate in the United States. ANA helps address economic challenges faced by native communities through economic development projects. ANA evaluated 11 business development and job training projects ending in 2010 with a total funding amount of approximately \$3.3 million. Projects in the business development and job training categories created 32 new businesses and 79 full-time job equivalents, both of which contribute to the economic stability and self-sufficiency of communities. The following is an example of this type of project:

- Developing Innovations in Navajo Education Inc. (Diné, Inc.) is a tribal nonprofit organization assisting the southwestern region of the Navajo Nation to return to traditional means of living through agricultural economic development initiatives. To achieve this goal, Diné, Inc. provides support in agricultural technical training, adding value to agricultural products, and agro-vocational training. With the help of an ANA Economic Development grant, Diné, Inc. established a three-year project called Navajo Nation Traditional Agriculture Outreach (NNTAO) with the aim of encouraging sustainable agriculture and value-added food production while creating economic opportunity and high-quality food for local consumption.

During the first year of the project, each of the nine chapters in Diné, Inc.'s service area established drip-irrigation community gardens and involved a total of 150 crop farmers, 150 value-added food producers, 284 young people, and 560 elders in agricultural activities. In addition, NNTAO provided 70 farmers with laptops and training in marketing, labeling, and Quicken financial management software, equipping them with the skills necessary to add value to agricultural products. While adults greatly benefited from the technical and management training, youth also benefited from the marketing classes offered by project staff. Youth also filled 40 full-time summer positions working in community gardens, and benefited from the creation of a 4-H club in Tuba City.

Finally, before the project's conclusion, project staff worked to establish a web of 20 partnerships that would sustain project activities after the duration of the three-year NNTAO project, including partnerships with Navajo schools, universities, and government agencies. The NNTAO project was extremely successful in engaging youth, adults, and elders; providing appropriate and relevant training in food production and financial software management; forming partnerships; and building the capacity of the Navajo community to run and sustain community gardens. As a result of this project, the nine community chapters have the tools needed to sustain local food production and consumption in the future.

ANA evaluated five other economic development projects in 2010 with a total funding amount of approximately \$2.4 million. The projects focused on organizational capacity building and community strategic planning. These projects leveraged \$1.1 million, trained 185 individuals,

² The U.S. Census Bureau conducts a comprehensive survey of the American public every 10 years. Through a joint effort with the Bureau of Labor Statistics, the Census Bureau releases yearly updates for key indicators, entitled the Current Population Survey. The 2008 release, the most current data available, indicated a poverty rate of 25.3 percent among Native Americans and Alaska Natives.

created 142 full-time job equivalents, and developed six businesses. The following is one example of this type of project:

- In 2007, 34 percent of Alaska Native communities were without running water or flush toilets. To address this problem, the Alaska Native Tribal Health Consortium (ANTHC), the nation's largest tribal health organization, implemented a three-year project creating an Alaska Rural Utilities Cooperative (ARUC) to facilitate the day-to-day operations of a statewide network of local water and sewer utilities. The project, based on a model previously developed in cooperation with the Yukon-Kuskokwim Health Corporation, entailed securing community buy-in, implementing efficient, effective billing programs in member villages, and hiring local operators as full-time ANTHC employees. To establish the cooperative, the project team studied over 60 villages already served through ANTHC public health programs, determined which villages were the best initial candidates for ARUC membership, sent letters and marketing materials to each, and asked for letters of resolution inviting ANTHC staff to each village. For each that responded, ANTHC personnel traveled to the village, met with tribal leaders, conducted in-depth analyses of their facilities, explained the ARUC concept to local residents, received feedback, and answered their concerns. In three years, the project team recruited, and signed memoranda of agreement with 23 villages, and brought them to operational status within the ARUC. In these 23 villages, the ANTHC ARUC team oriented, trained, and hired village residents as water and sewer operators and assistants, creating 104 new jobs in these communities. New staff members were trained in system operation, maintenance, billing, time tracking, record keeping, and reporting.

Utilizing the new staff members in each village, ARUC took over day-to-day operation of village water and sewer systems, providing reliable water and sanitation service for 7,461 people in 1,988 households, and generating nearly \$4 million in revenue to sustain these systems. ARUC services included system maintenance and repair; collecting user fees; paying operators; paying for fuel, electricity, parts, and supplies; system monitoring; and ensuring state and federal regulatory requirements were met. Beyond the 23 initial ARUC member villages, 34 additional villages joined the ARUC's billing assistance program by project's end, with hopes of later joining the cooperative. Community leaders in member villages stated that they already have observed improvements in public health, and expect to see lower infant mortality rates, less illness and death from infectious disease, and higher life expectancies in their villages. As a result of this project, many ARUC member village councils now are planning for new economic development opportunities, including fish hatcheries, hunting and fishing lodges, cultural and eco-tourism, oil contracts, and construction.

SEDS - SOCIAL DEVELOPMENT

ANA social development projects invest in human and social capital to advance the well-being of Native Americans. ANA-funded social development projects focus on the restoration and celebration of cultural identity to overcome a variety of social ills stemming from cultural loss and historical trauma. These include high rates of depression, suicide, dropout, and incarceration among Native American populations. ANA evaluated 15 social development projects ending in 2010 with a total funding amount of \$5.8 million. These 15 projects involved 169 tribal elders

and 1,354 youth, while providing training for 832 individuals in topics such as youth leadership, career development, cultural preservation, and health and human services. The following is an example of a social development project evaluated in 2010:

- The Coharie Indian Tribe consists of 2,791 enrolled members and was recognized by the State of North Carolina in 1971. The tribe currently is governed by the Coharie Intra-Tribal Council, Inc., which seeks to address a broad scope of interrelated social, economic, and health problems on behalf of its members. Major barriers to health care for tribal members include an inability to pay for health services, unavailable prevention programs, and insufficient access to care in rural areas. The purpose of this project was to increase access to health care and to enhance awareness and knowledge of health care issues and resources among members of the tribe. To accomplish this, project staff provided in-home medical services to 171 tribal members over a two-year period, conducted eight quarterly health screening clinics, disseminated health education materials, and created a health advisory committee for the tribe. All services and materials were provided at no cost to tribal members. The vast majority of tribal members who received treatment did not have health insurance or other financial resources to pay for services, and they likely would not have received treatment without this project. The in-home medical services obviated many unnecessary and costly emergency room visits and resulted in referrals to physicians in eight cases in which recipients had serious health conditions requiring additional care. According to project staff, the health screening clinics, mobile units, and dissemination of health education materials were highly effective in raising awareness of behavioral determinants of health, promoting health literacy, and communicating the importance of preventative care for all tribal members, particularly elders and youth.

Under the *SEDS – SOCIAL DEVELOPMENT* grant area, ANA also funds *STRENGTHENING FAMILIES* projects that provide interested communities the opportunity to develop and implement strategies to increase the well-being of children through culturally-appropriate family preservation activities, and foster the development of healthy relationships and marriages based upon a community's cultural and traditional values. ANA evaluated three strengthening families projects ending in 2010 with a total funding amount of \$990,000. These three projects involved 40 tribal elders and 45 youth and trained 36 individuals in topics such as foster care certification, responsible fatherhood, healthy life choices, and positive parenting. The following is an example of a strengthening families project:

- The Micronesian Business Association (MBA) is a faith-based nonprofit organization established in 1997 to provide charitable, educational, and recreational programs for the benefit of communities in Guam. Through a community needs assessment conducted in February 2010, MBA planners discovered that significant numbers of Chamorro people were receptive to an island-wide healthy marriage community education project. The project team designed a culturally-appropriate, 60-question survey to learn more about community needs relating to healthy marriages and families, determine how to meet these needs, and gain detailed insight on how to strengthen and sustain Chamorro marriages. The team surveyed 300 community members of all ages, and conducted in depth one-on-one interviews with 23 additional couples. With the data gathered, the team assembled a detailed report shedding significant light on what is happening in modern Chamorro marriages and what can be done to address the challenges Chamorro couples face. Next,

the team developed and tested a 15-hour curriculum, provided four staff and 39 community members with culturally-sensitive Healthy Marriages/Strengthening Families training, and formed an outreach strategy. Utilizing this outreach strategy, the team identified and partnered with 11 community organizations, each capable of providing unique services and resources for future project implementation. By project's end, the MBA already had received referrals from local government social service agencies, and the project team expressed a strong commitment to working with project partners to offer the healthy relationships curriculum for the Chamorro community.

SEDS – GOVERNANCE

Under the *SEDS* grant area, ANA funds *GOVERNANCE* projects that offer assistance to tribal and Alaska Native Village governments to increase their ability to exercise control and decision-making over local activities. In 2010, ANA evaluated five governance projects with a total funding amount of approximately \$990,000. These projects aimed to enhance the capacity of tribal governments. Combined, these projects trained 83 individuals on topics such as information technology, human resource management, infrastructure development, and land planning. Additionally, these projects developed two new governance codes and ordinances, both of which were implemented during the project timeframes. The following is an example of one such project:

- The Swinomish Indian Tribal Community is a federally recognized tribe located on the southeast peninsula of Fidalgo Island, in Skagit County, Washington. The reservation peninsula is surrounded by 27 miles of shoreline and the reservation's 1,200 acres are within low-lying areas less than 10 feet above sea level. In the tribe's 1996 comprehensive plan, tribal leaders recognized an obligation to future generations and vowed to preserve, enhance, rehabilitate, and utilize the natural resources and amenities of the reservation. Continuity of government, economic development and cultural identity depends on the land where the Swinomish Indian Tribal Community lies. The purpose of the Swinomish Climate Change Strategy Initiative was to research the potential impacts of climate change on the reservation and to develop a community action plan that would ensure continuity. Project staff performed climate change scenario analysis, assessed the vulnerability of community assets, performed risk analysis based on vulnerability, and prepared and published a technical report that was approved by the Tribal Senate identifying impacts, scenarios, vulnerability, and risk analysis. The report identified several specific risks associated with climate change that could negatively impact the tribe's land, including rising sea level, decreased water supply, and increased risk of wildfire. A project advisory group made up of project staff, tribal members, climate change experts, Skagit County and Anacortes public works staff, and the Washington State Transportation Department identified policy issues that would affect the implementation of climate adaptation strategies. Project staff then applied risk parameters within the preparedness strategy to identify and define specific mitigation and adaptation actions for the community and published a community action plan. The project identified vulnerable tribal resources and created a much needed model action plan. It has been well received by the tribal community, the City of LaConner, Skagit County, and the State of Washington. As a result of increased knowledge regarding the impacts of climate change on the tribe, an increased effort to address these issues is currently underway.

LANGUAGE PRESERVATION AND MAINTENANCE

At the time America was colonized, more than 300 native languages were spoken. Today, that number has dropped to approximately 160; the remaining languages are classified by linguistic experts as deteriorating or nearing extinction.³ ANA language projects enable Native American, Alaska Native, and Pacific Islander communities to facilitate language preservation and revitalization activities. In 2010, ANA visited 18 projects that assisted grantees in developing viable plans for sustaining their languages. The projects utilized nearly \$4.3 million in ANA funding to conduct native language surveys, collect information on the status of native languages, and receive survey feedback from 9,693 community members. Tribes used the data collected in these surveys to develop community plans aimed at preserving their language. The following is an example of one of these projects:

- Pa'a Taotao Tano', a nonprofit organization whose mission is to preserve, promote, and perpetuate the cultural traditions of the indigenous people of Guam and the Northern Mariana Islands, conducted a one-year project to assess the status of the Chamorro language in Guam. With the assistance of faculty from the University of Guam, the Pa'a Taotao Tano' team developed a survey tool designed to provide insight on the extent to which people of different age groups, genders, and geographic locales could understand, speak, read, and write the language. The team also developed questions to shed light on language use patterns and community attitudes about the language. After developing the survey, the project team traversed the island for six months, visiting all 19 of Guam's villages, carefully ensuring that 10 percent of each village's population was surveyed. During the survey period, the team attended island festivals, cultural events, flea markets, concerts, and night markets, collecting 6,542 surveys, equal to slightly over 10 percent of Guam's Chamorro population. These efforts helped fuel an island-wide dialogue on the cultural and social significance of the Chamorro language. According to the survey team, community members expressed strong pride and happiness that a Chamorro language survey was being done, hoping that such efforts would contribute to saving the language.

Analyzing the data collected, the team produced a report on the status of Chamorro in Guam, learning that 43 percent of respondents were able to write the language "very well" or "well enough to communicate," and that 75 percent and 68 percent respectively were able to understand or speak Chamorro at or above these levels. Ninety-five percent of respondents felt that "an important part of being Chamorro is knowing the language," while only one percent disagreed. The team shared these and other findings with the 19 village mayors, the island's academic and teaching community, and other groups interested in preserving and perpetuating the language. Pa'a Taotao Tano' staff members believe this information will assist the island's political, academic, and cultural leaders in developing effective strategies to preserve and perpetuate the Chamorro language.

Other communities began addressing the loss of native languages and had encouraging results. ANA evaluated six other language projects ending in 2010 with a total funding amount of approximately \$1.9 million. These projects trained language teachers, created master-apprentice

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>.

programs, developed and digitized language materials, and created native language curriculum. The following is one example of this type of project:

- The Confederated Tribe of Siletz Indians is a federally recognized tribe located in Oregon. Since 1970, the tribe has lost an estimated 90 percent of its language speakers, with currently only seven speakers remaining in the Siletz community. In an effort to preserve the Siletz language, the tribe wanted to build upon its language classes for adults and develop language curriculum and classes for children. To accomplish this project within two years, project staff began by developing a curriculum for students from Head Start to fifth grade that included 48 separate lessons. Project staff assessed teachers' prior knowledge of Siletz culture and language, researched Siletz language acquisition, developed classroom activities for each grade level that included teacher instructions on how to implement the activity, and composed songs and stories in the Siletz language to reinforce classroom instructional activities. Elders and teachers reviewed all curriculum units, and provided feedback to project staff that adjusted the curricula accordingly and finalized 190 lessons, greatly exceeding the originally planned 48 lessons. Utilizing resources gathered during the curriculum development phase, project staff also produced instructional materials for teachers, including 116 audio and video files to be used as resource tools both in the newly developed curriculum and on an interactive website supporting language learning at home. At the end of the two-year project, Siletz Tribal Language Project staff produced a comprehensive curriculum with 190 lessons developed for students in Head Start through fifth grade, as well as a website that enables students and community members to learn from home.

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 seven environmental regulatory projects ending in 2010 with a total funding amount of over \$1.5 million. These projects trained 138 individuals in environmental monitoring and management skills; developed two environmental codes and regulations; developed fish and wildlife management plans; and conducted five baseline environmental assessments on tribal lands. The following is an example of one of these projects:

- The Hopland Band of Pomo Indians implemented a three-year project improving the band's capacity to analyze the impact of future land development projects on the Hopland reservation's environment. The project team, including a project director, three wildlife biologists, and a botanist, conducted environmental inventories and geographical information systems (GIS) mapping on reservation plant life, wildlife, and threats to the environment. The project team also trained tribal members on reservation ecology and developed a tribal environmental review process. In addition, project staff conducted plant and animal inventories for three years, benthic macro-invertebrate surveys for two

years, and vegetation and habitat mapping for one year. Project staff applied this information in the production of detailed species lists for wildlife, a photographic guide to mammals, a plant herbarium with 950 plants, and comprehensive wildlife and botanical resources reports. Using aerial photography and on-the-ground field mapping, they created maps to identify vegetation patterns, sensitive vegetation and wildlife areas, and 17 illegal solid waste dumpsite areas on the reservation.

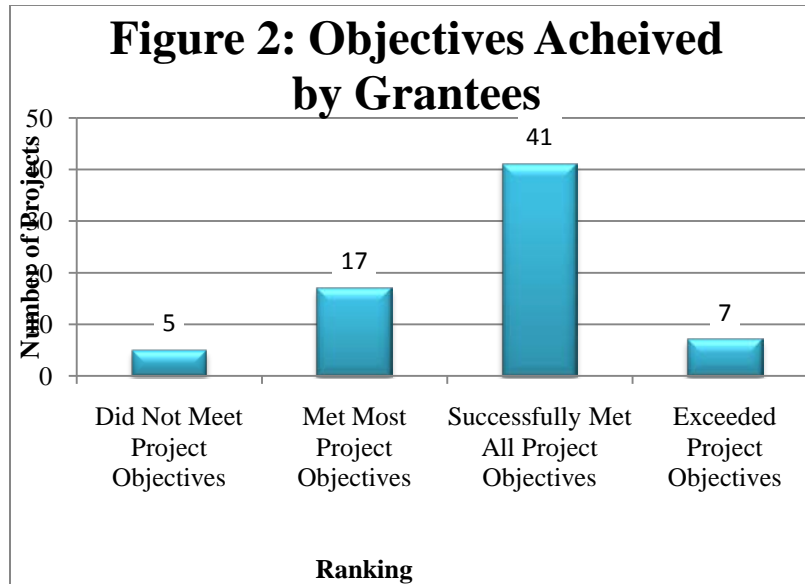
To build the capacity of tribal members to understand environmental issues, three tribal members were trained in data collection and environmental monitoring activities, and eight Master Naturalist workshops were conducted to educate 32 tribal members on reservation ecology. To develop an environmental review process, project staff studied the impact assessment and permitting processes of other tribes and government agencies, devised an impact assessment and permitting process, and worked with other tribal departments and council members to modify and finalize the process. According to the project team, these efforts have enhanced the tribe's ability to prevent land, air, and water pollution; restore and protect fish and wildlife habitat; ensure the survival of native plants; motivate tribal members to take an active role in protecting the environment; and preserve tribal culture and seasonal connections to the land.

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 about two-thirds of projects evaluated in 2010 exceeded expectations or successfully met their objectives (48 projects or 69 percent); some projects fell short of objectives but moderate benefits to the community were visible (17 projects or 24 percent); and, the remainder did not achieve their objectives (5 projects or 7 percent).

Finally, there were only 25 no-cost extensions in fiscal year 2010, continuing the downward trend observed in 2008 (26) and 2009 (24), in which ANA grantees requested fewer no-cost extensions than in previous years, including 2006 (49) and 2007 (41).



The evaluations also revealed critical success factors relating to a project’s implementation. A high level of project staff participation during the planning phase of a project and the grantee’s ability to leverage resources were instrumental in successful projects. On the other hand, a common challenge many grantees experienced, both in 2010 and in previous years, was an underestimation of the time and resources required to complete their project and meet planned objectives.

TRAINING AND TECHNICAL ASSISTANCE

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

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

Table 2. Training and Technical Assistance in 2010			
Type of Training	Number of Trainings Held	Number of eligible ANA applicants or grantees attending training	Number of participants attending
Project Planning and Development	28	254	403
Pre-Application	25	362	521
Post-Award	9	133	257

In addition, the T/TA providers undertake special projects requested by ANA. Examples of T/TA provider special projects completed in 2010 include: production of the *Native American Veterans: Storytelling for Healing* DVD showing at the Smithsonian National Museum of the American Indian; emergency response assistance to the BP oil spill in Louisiana and a tsunami in American Samoa; and webinars for new grantee project directors.

CONCLUSION

ANA will continue to evaluate projects for success factors and common challenges to improve the content and quality of the services and trainings it provides to grantees. The impact evaluations are an effective way to verify and validate the grantees' performance and ensure the accountability of not only grantees but also ANA staff and program partners. If ANA discovers a grantee did not implement its project as funded, ANA works with the ACF Office of Grants Management either to restrict future funding options or, if the project is not completed yet, provide intensive, on-site technical assistance on strategies to complete the project. ANA may also give the grantee a no-cost extension, which allows them additional time to complete the project, or, in severe cases, ANA may require the grantee to relinquish their funds. ANA also uses the information collected to report its Government Performance Review Act indicators, validate programmatic baselines, and seek new and more rigorous ways to manage using results.

ALASKA NATIVE HERITAGE CENTER



Project Title:	Dena'ina Qenaga Qunuhdulzex (The Dena'ina Language Is Coming Back)
Award Amount:	\$225,490
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 15 elders involved
- 15 youth involved
- \$123,600 in resources leveraged
- 13 individuals trained
- 10 partnerships formed
- 15 youth increased their ability to speak a native language
- 15 adults increased their ability to speak a native language

BACKGROUND

Of the over 18,000 Athabascans, only 1,000 are Dena'ina Athabascans, and only 50 are fluent Dena'ina language speakers. Most of these speakers are older than 65 years old, residing in the Cook Inlet region, primarily in Anchorage, Nondalton, Kenai, Lime Village, Eklutna, Knik, and Tyonek. Staff from the Alaska Native Heritage Center (ANHC), located in Anchorage, has identified 80 people interested in learning the language, but many live in remote areas and do not have access to language classes.

Some of these individuals are on the verge of fluency, but are held back by the highly complex verb structure of the language.

PURPOSE AND OBJECTIVES

The purpose of the project was to preserve the Dena'ina language by establishing standards of Dena'ina written, oral, and teaching proficiency, expanding the existing curriculum, and facilitating greater access to Dena'ina language lessons. The project's first objective was to design an assessment tool reliably indicating a speaker's written and oral proficiency in the Dena'ina language, enabling instructors and learners to measure a student's true progress. To accomplish this, the project's language coordinator arranged for elder speakers to work with a consultant linguist to develop the tool. Next, the team matched the most logical Dena'ina language learning sequence with existing oral and written language assessment tools, primarily the American Council on the Teaching of Foreign Languages (ACTFL) assessment instrument. The resulting tool, which had oral, written, and reading components, provided methods for assessing verb tenses, aspects, declarative sentences, commands, questions, formulaic frames, and common vocabulary

words. The project team tested the tool, trained elders and members of target communities in its use, and then placed it online for web-based use.

The second objective was to develop a plan to expand the existing conversational Dena'ina language curriculum to a more advanced level that would include 50 verb-based language lessons, and to develop a prototype for audio-visually (AV) based lessons. To develop the plan, the ANHC team organized four 4-day Dena'ina Language Institutes (DLIs) during the first nine months of the project, all hosted by the Kenaitze Tribe in Kenai. The DLIs involved 10-15 elder language speakers, 10-15 younger language learners, and a few linguistic experts. The DLIs enabled the speakers, learners, and linguists to experiment with the language, testing to determine the best possible sequences for learning various Dena'ina structures, skills, and functions. In particular, the group analyzed verb structures, devising teaching strategies for 50 different verbs. In project year two, the project team developed a prototype for AV lessons, planning, recording, editing, and transcribing eight video lessons for "to be" and six lessons for "to see." These lessons were uploaded onto the YouTube web platform for easy access.

Objective three was to conduct a field test of audio-visual Dena'ina language lessons using advanced Internet technology to reach a target audience of Dena'ina speakers and language learners in Nondalton, Kenai, Lime Village, Eklutna, Knik, Tyonek, and Anchorage. Though the project team did not travel to each of the aforementioned villages, they were able to reach speakers from all of the villages at the Dena'ina Language Institutes. At each institute, the team conducted field tests assessing: 1) the ease of use for each lesson, 2) the user-friendliness of the web platforms selected, 3) the interest level generated by each

lesson, 4) the cultural appropriateness of examples and lesson resources, and 5) the gains made by students in language skills and knowledge. From this feedback, the team learned valuable information on how to enhance lessons to be produced in the future.

OUTCOMES AND COMMUNITY IMPACT

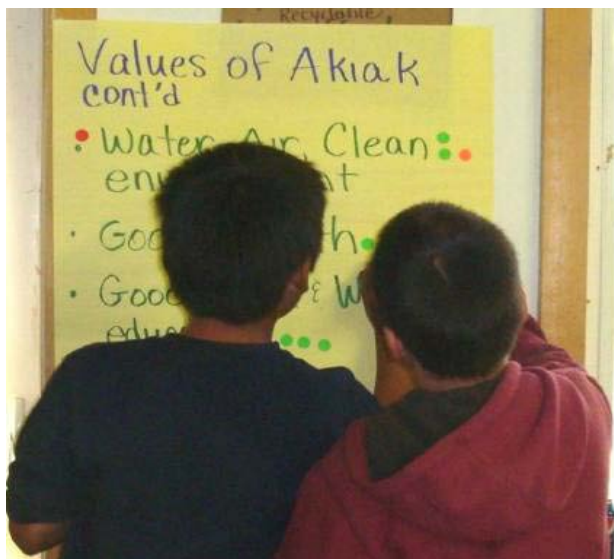
The ANHC project team set in motion a process by which the currently endangered Dena'ina language has an improved chance of thriving in the future. The team produced and tested an assessment tool enabling language learners to measure true progress and an effective, accessible audio visual prototype for a language curriculum that can be used in a classroom or as a web-based program. The curriculum can be implemented by any person with the desire to learn, speak, or teach the Dena'ina language. The electronic resources produced, including recordings and video footage of elders, storytellers, and current speakers, also serve as an invaluable archive of Dena'ina language and culture.

Just as importantly, a core group of Dena'ina elders and interested language learners from around the Cook Inlet area have formed a unified community of practice. Elders have provided new momentum, young learners have seized the chance to explore the language, and the larger Dena'ina community has begun to correspond and collaborate about the language through web-based platforms, social media, and other means. Potential Dena'ina language learners now have a more concentrated and accessible program, superior resources, and a greater sense of community optimism about the future of their language.

"We are getting a sense of what people want, and how they can best learn the language."

Jonathan Ross. President. ANHC

AKIAK NATIVE COMMUNITY



Project Title:	Comprehensive Strategic Community Plan Project
Award Amount:	\$120,151
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Dec. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 15 elders involved
- 10 youth involved
- 1 individual trained
- 8 partnerships formed

BACKGROUND

Akiak Native Community is a Yup'ik village located on the Kuskokwim River in western Alaska. The village covers two square miles on which approximately 300 community members reside. Traditionally a subsistence community based on hunting and fishing activities, the unemployment rate in Akiak is currently 55 percent.

PURPOSE AND OBJECTIVES

The project's purpose was to create a comprehensive community plan to guide the future development of Akiak Native Community.

The project's first objective was to establish an implementation team of local personnel and consultants to facilitate the development

of the comprehensive community plan. To complete the objective, the tribal administrator hired a project assistant and consultant firm to run the project's daily activities.

The project's second objective was to engage the community in the planning process through community meetings and workshops. To achieve this objective, the consultant team first made a presentation concerning the project's implementation plan to Akiak's Village Council. To incorporate the youth perspective, the consultants then held a workshop with 10 high school students to develop a vision statement and discuss the issues and needs of Akiak. In collaboration with the consultant team, the students created a ranking list of the top five needs of their community: 1) Put trash cans everywhere; 2) Better roads; 3) More housing; 4) More job openings for youth; 5) Better playground.

The consultant team then organized a village-wide meeting, which attracted 87 community members. The meeting provided an opportunity for the Akiak

community to identify community values, which included subsistence activities, food preservation, respect for elders, love of families, and language preservation. Community members also identified issues of significance to the social and economic development of the village. These issues related to leadership, energy, economy, public facilities, culture, and land use. Attendees then ranked all the identified issues to generate a list of topics to be addressed in the comprehensive community plan. The following list represents the community's top 10 issues to be addressed by village leadership:

- 1) Construct a playground for youth
- 2) Construct duplex and triplex housing units for families
- 3) Put in street lights
- 4) Have drug and alcohol rehabilitation programs
- 5) Reduce high energy costs
- 6) Have sober leadership
- 7) Put Elders in leadership positions
- 8) Have parents involved in education and curfew enforcement
- 9) Develop arts and crafts business opportunities
- 10) Have elder and youth conferences

The project's third objective was to approve the comprehensive community plan. The project assistant conducted a door-to-door survey of all 82 households to gauge community members' satisfaction with the planning process. The consultant team then held a planning meeting with the Akiak Village Council to assess the village infrastructure, prepare a community map, and discuss the results of the community prioritization activities. Lastly, the consultant team finalized the Akiak Comprehensive Community Plan, which provided a summary of the community's goals, priorities, and values, and presented strategies for coordinating and monitoring

efforts to achieve the community's priorities. Akiak Village Council approved the plan prior to the conclusion of the project period.

OUTCOMES AND COMMUNITY IMPACT

For the Akiak community, participation in the project's planning initiative fostered an environment of empowerment. Community members, including numerous youth and elders, actively participated in the community needs assessment and goal setting through participatory planning techniques. The Akiak community provided focus and direction for the future development of their village.

The completion and approval of Akiak's comprehensive community plan indicates that village leadership now is working together to meet the community's stated needs and achieve the village's goal of self-sufficiency. All future projects and grant proposals will orient their goals to abide by the directives provided in the plan.

ALASKA NATIVE TRIBAL HEALTH CONSORTIUM



Project Title:	Alaska Rural Utility Cooperative
Award Amount:	\$1,354,491
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2010
Grantee Type:	Consortium

PROJECT SNAPSHOT

- 108 jobs created
- 231 elders involved
- \$3,973,655 in revenue generated
- \$970,530 in resources leveraged
- 85 individuals trained
- 43 partnerships formed

BACKGROUND

Though modern water and sewer systems are vital infrastructure components for protecting human health and enabling community development, many Alaska Native (AN) villages have difficulty providing safe drinking water and properly treating and discharging sewage waste for residents. Prior to this project, 34 percent of Alaska's 188 native villages, or 64 communities, were without running water or flush toilets.

Typically, these villages have difficulty sustainably maintaining water and sewer systems due to harsh climate, remoteness, low service populations, and limited cash economies, conditions which result in high system operator turnover, low water quality compliance, high rates of system loss, lack

of reliable infrastructure, and other technical problems. The cost of operating and maintaining a proper water and sewer system for an average-sized AN village is \$120,000 per year.

From 2002-2007, the Alaska Native Tribal Health Consortium (ANTHC), the nation's largest tribal health organization, partnered with the Yukon-Kuskokwim Health Corporation (YKHC) and nine Yukon-Kuskokwim Delta area Yupik villages to pilot the Rural Utility Cooperative (RUC) concept, using transparent, grassroots methods to successfully facilitate the creation of sustainable water and sewer systems in each of the nine communities.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop an Alaska Rural Utilities Cooperative (ARUC), based on the YKHC pilot model, capable of facilitating the day-to-day operations of a statewide network of local water and sewer utilities, operating with community buy-in, billing programs implemented in member villages, and local operators becoming full-time ANTHC employees with benefits. The project's first objective was to introduce 60-90 villages to the ARUC model, evaluate 55-75 of the villages in depth, and select 25

for ARUC membership in three years. In year one of the project, the ANTHC ARUC team conducted a rapid in-house review of 33 villages served through other ANTHC public health programs; determined which were the best initial candidates for ARUC membership; sent letters and marketing materials to each; and asked for letters of resolution inviting ANTHC staff to each village. For each village that responded, ANTHC personnel traveled to the village, met with tribal leaders, conducted in-depth analysis of their facilities, explained the ARUC concept to local residents, received feedback, and answered their concerns. In year one, eight villages joined ARUC, including seven former YKHC RUC pilot villages. Repeating this process in years two and three, the team recruited 15 more villages, totaling 23 villages in three years.

Objective two was to sign memoranda of agreement (MOAs) with 15 villages wishing to join the ARUC, with MOAs defining the relationship and responsibilities of each party. In year one, ARUC personnel and ANTHC lawyers developed specific language and an appropriate format for a standardized MOA. Over three years, the ARUC team signed MOAs with each of the 23 villages joining the ARUC.

Objective three was to bring 25 villages to operational status within the ARUC, with each village receiving the benefits of membership, and to ensure that the ARUC became a self-sustaining entity. To achieve this, ANTHC required each new village to join the ARUC billing assistance program before becoming a full-fledged member. This enabled ANTHC managers to ascertain whether a village was financially ready to participate. According to project director John Nichols, “The assisted billing program was a vehicle for us to get to know them, and vice versa - to see how they collect money and to see if we can work with them.

It enabled us to meet with communities and discuss ARUC without financial strain or commitment.” Beyond the 23 new ARUC member villages, 34 villages had joined the billing assistance program by project’s end, with hopes of later joining the cooperative.

OUTCOMES AND COMMUNITY IMPACT

In 23 villages, the ANTHC ARUC team oriented, trained, and hired village residents as water and sewer operators and assistants, creating 104 new jobs in these communities. New staff members were given standard operating procedures for system operation, maintenance, billing, time tracking, record keeping, and reporting. Utilizing new staff members, ARUC took over day-to-day operation of these village water and sewer systems, providing reliable water and sanitation service for 7,461 people in 1,988 households. ARUC services included system maintenance and repair; collecting user fees; paying operators; paying for fuel, electricity, parts, and supplies; system monitoring; and ensuring state and federal regulatory requirements were met.

The benefits of having functional sanitation and water systems are many; community leaders already have noticed improvements in public health. Over the long term, they expect to see lower infant mortality rates, less illness and death from infectious disease, and higher life expectancies in their villages. Additionally, several village councils are planning for new economic development opportunities, including hunting and fishing lodges, fish hatcheries, cultural and eco-tourism, oil contracts, and construction. “Member villages do not struggle with the confidence that their water is safe,” said John Nichols. “We test our water. This has an economic and emotional impact on people. They are confident that they’ll get clean, potable water, reliable service, and that any problems with their systems can and will be fixed.”

CENTRAL COUNCIL OF THE TLINGIT AND HAIDA INDIAN TRIBES



Project Title:	Southeast Alaska Native Environmental Training and Capacity Enhancement
Award Amount:	\$290,196
Type of Grant:	Environmental
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 2 jobs created
- 18 Native American consultants hired
- 6 elders involved
- 34 youth involved
- \$46,748 in resources leveraged
- 92 individuals trained
- 12 partnerships formed

BACKGROUND

The Central Council of the Tlingit and Haida Indian Tribes of Alaska (CCTHITA) is the federally recognized governing body of the 21 Tlingit and Haida villages and communities within southeast Alaska. Currently, the Central Council operates over 50 programs providing direct services to 25,000 enrolled community members in areas such as employment, training, social services, economic development, housing, education, youth and elder services, and substance abuse.

PURPOSE AND OBJECTIVES

The project's purpose was to plan and implement an environmental training program to improve the Tlingit and Haida

communities' ability to manage their natural resources.

The project's first objective was to plan and coordinate a series of environmental regulatory and capacity enhancement trainings for constituent communities. To complete the objective, project staff collaborated with the Alaska Forum for the Environment to develop a survey to identify their constituent villages' most urgent training needs. From the 100 percent constituent response rate, staff developed a comprehensive series and schedule of workshop topics. Staff chose workshop trainers and presenters through a competitive bid process.

The project's second objective was to present the training series, with a minimum of 20 participants from southeast Alaska tribal environmental programs. During the project timeframe, project staff held six trainings. A total of 92 individuals from 13 constituent villages participated in the trainings, which included workshops on geographical information systems (GIS) mapping, the National Environmental Policy Act, and quality assurance planning. Staff also staged the Southeastern Alaska Conference, a tribal leaders' summit, and

held an environmental culture camp, which was attended by 34 youth. To conclude the training series, staff presented a strategic planning workshop to constituent villages to collaborate on plans to maintain and utilize the knowledge and skills gained from the previous trainings.

OUTCOMES AND COMMUNITY IMPACT

The 13 participant villages have gained knowledge and confidence in assessing, addressing, and managing community environmental programs. Participation in the training series also provided the necessary knowledge and skills for the constituent villages to become active players and partners with outside organizations interested in the environmental development of the southeast Alaska region. In particular, the National Environmental Policy Act workshop educated participants on the need to conduct environmental assessments prior to any state-planned infrastructure development projects. Furthermore, the villages received training on how to become active partners in state wildlife assessments by providing tribal knowledge to assist the state in making any changes to laws concerning natural resources.

Project activities also provided participants and the CCTHITA an opportunity to network with each other to learn about programs, processes, and challenges with local environmental issues.

To sustain the project's momentum, staff will continue to provide environmental services and training to constituent villages.

Indeed, CCTHITA staff already has secured an Environmental Protection Agency grant to educate the Tlingit and Haida communities on assessing Brownfield sites.

CHILKAT INDIAN VILLAGE



Project Title:	Business Development for the Jilkaat Kwaan Cultural Heritage Center's "Likoodzi Kaayuwuteee"
Award Amount:	\$254,963
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 business created
- 8 elders involved
- 10 youth involved
- \$32,411 in resources leveraged
- 25 individuals trained
- 13 partnerships formed

BACKGROUND

The Chilkat Indian Village (CIV) is a 229-member federally recognized tribe with a 2,000 acre land base in Klukwan, on the banks of the Chilkat River in Southeast Alaska. In 2002, the CIV developed a strategic plan to address the tribe's two primary areas of need, cultural preservation and economic development. The plan called for the building and development of a three-phase Jilkaat Kwaan Cultural Heritage Center (JKCHC).

In phase one, finished in 2007, the tribe built a "Traditional Knowledge Camp," with an adzing shed, drying shed, smokehouse, and long house, providing visitors hands-on

opportunities to learn about the culture and lifestyle of the Chilkat people. The Knowledge Camp featured carving, hide tanning, weaving, and fish and moose harvesting, preparation, and processing.

The second component of the Cultural Heritage complex is the "Likoodzi Kaayuwuteen Hidi" (Generous Hospitality House), with a restaurant, commercial kitchen, classroom and crafts area, gallery, gift shop for native arts and products, restrooms, and showers. The tribe received funding to build the Hospitality House from the U.S. Department of Commerce's Economic Development Administration.

PURPOSE AND OBJECTIVES

The purpose of the project was to build the capacity of the tribe to manage and operate the Hospitality House. The project's first objective was to provide 20 tribal members training in skills related to management, customer service, food service, and retail sales. To accomplish this, project staff worked with training consultants, local companies, University of Alaska faculty, and state tourism officials to arrange training for 15 tribal members. Members received

training in customer service, serving international visitors, serving customers with disabilities, culinary arts, business accounting software, commercial driver's license training, and fundraising. Project partners also provided mentoring in culinary arts, gift shop management, and restaurant services to these trainees, and to two youth summer interns. Ten additional tribal members, including project staff and the JKCHC Board, received training in business policy and procedure development, effective board leadership, business management, and improving corporate financial statements.

The second objective was to develop policies and procedures for the business operations of the Hospitality House. The project team hired a consulting company to draft a policy and procedures manual. The manual described employment policies, standards of conduct, compensation policies, group health benefits, time off benefits, and employee communications. All policies and procedures developed under this objective were approved by Tribal Council and by the Board of Jilkaat Kwaan Cultural Tour, LLC (JKCT), the for-profit company created by the CIV tribal council to oversee the venture. The consulting company that helped draft the manual then trained staff and managers on how to enforce the newly adopted policies.

Objective three was to train 15 tribal members to work with the marketing design team to implement a marketing campaign to ensure that visitation goals are met. The first step was to analyze data collected from visitors and tour operators in year one, discover what they found most interesting about the JKCHC, and evaluate the effectiveness of an already-existing marketing campaign. However, due to construction delays on the Hospitality House, there were no visitors in year one, and this activity was delayed until July 2010, near the end of year two. Despite this

delay, the project team created various new marketing tools, including a website, brochures, and rack cards, and involved the CIV community in creating a logo for the JKCT. The team also utilized the consulting company involved in objectives one and two to conduct marketing training, enabling 15 tribal members, including project staff members, tribal council members, the JKCT Board and tourism coordinator, community members, and local artists to gain knowledge and skills related to marketing the Heritage Center's products and services.

OUTCOMES AND COMMUNITY IMPACT

In the summer of 2010, the Hospitality House received its first visitors, who came with cruise line and tour companies from nearby Haines and Skagway. Though no regular, long-term contracts had been arranged with these companies by the end of the project, the project team was working hard to build these relationships. Visitors and tour operators provided highly positive feedback to the project team about the tour, facility, and marketing materials, with useful suggestions on possible improvements.

The JKCT is purchasing a boat and boat dock for the 2011 summer tourism season, and the project staff hopes the cultural tour can operate at full capacity in 2011, bringing two tour groups, up to 80 people per day, to the CIV. Fundraising is now underway for phase three of the JKCHC project, to build a museum to store art and artifacts currently held in private homes and clan houses. According to Andrew Williams, the CIV's Assistant Administrator, "People are beginning to get excited... the project has gotten people's creative juices flowing, and many are excited about working and living here again. There is even interest among tribal members living outside of Klukwan in coming back to the village. Kids, elders, and many others want to get involved... there's a greater sense of village pride!"

CHUGACHMIUT, INC.


Project Title:	Sugpiat Quliyangu'ait: People's Stories Project
Award Amount:	\$388,795
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 2 jobs created
- 11 Native American consultants hired
- 50 elders involved
- \$14,986 in resources leveraged
- 14 individuals trained
- 14 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 region's Alutiiq people. Chugachmiut operates as a consortium for the seven Alutiiq villages within the Chugach region: Chenega Bay, Cordova, Nanwalek, Port Graham, Qutekcak Native Tribe, Tatitlek, and Valdez. The native population of the seven communities is approximately 2,000 people.

The Alutiiq people of the Chugach region have traditionally spoken Sugpiaq, also known as Sugcestun, a member of the Eskimo-Aleut language family. Within Chugachmiut's seven constituent communities, approximately 50 individuals

are considered to be fluent Sugpiaq speakers.

PURPOSE AND OBJECTIVES

The project's purpose was to preserve the Sugpiaq dialects for future generations through comprehensive documentation of stories collected from fluent elders.

The project's first objective was to document a minimum of 200 hours of the Lower Cook Inlet Peninsula and Prince William Sound Sugpiaq dialects. To complete the objective, project staff developed a language documentation handbook and trained community interviewers on the use of audio recorders and documenting oral history. Throughout project implementation, interviewers faced a number of challenges, as some fluent elders were reluctant to be recorded, some became ill, and some of the elder men refused to share traditionally male stories with female interviewers. Additionally, at the time the ANA project was awarded, the grantee also received a more remunerative Alaska Native Education grant, and therefore chose to focus staff resources away from ANA project activities. Overall, project staff and interviewers recorded 100 hours of Sugpiaq

language from participant elders, which was short of the planned 200 hours.

The project's second objective was to complete 800 hours of transcription and translation of the recordings collected by interviewers during the project's first objective.⁴ Project staff hired two fluent community members to complete the translations. As no accepted Sugpiaq orthography existed, translators selected the Port Graham orthography as the project standard. Due to the challenges described above, less than half of the 100 hours of recordings were transcribed and translated, or approximately 25 percent of the planned deliverable of 800 hours of transcription and translation of the recordings. Staff stored both electronic and hard copies of the completed translations at Chugachmiut's offices, and also distributed copies to the Alaska Native Language Center, Alaska Cultural Center, Pratt Institute, Valdez Cultural Center, and to their seven constituent communities.

OUTCOMES AND COMMUNITY IMPACT

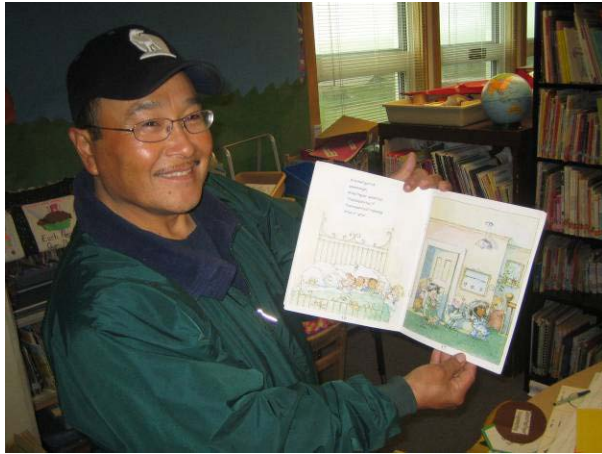
To the benefit of the Sugpiaq-speaking community, this project has produced 100 hours of high-quality recordings that have been preserved on long-term storage media. Project activities also generated 50 hours of Sugpiaq transcriptions and translations, which may be utilized for future language revitalization efforts. Furthermore, documentation within multiple Alutiiq communities ensures the preservation of the Sugpiaq language's dialects and subtle linguistic nuances. For the Alutiiq elders involved in project activities, this project has served to reinforce their traditional positions

as holders of knowledge and wisdom within the Alutiiq community. Finally, project activities raised community awareness of the need to preserve and revitalize the Sugpiaq language and the short timeframe available to do so.

Project staff recognized that while their efforts successfully preserved many hours of an endangered language, their planned targets were not achieved. Helen Morris, project director, shared, "Everything we have done has addressed the project need. However, we have not done enough and will still have to continue to address the need after this project ends. If the language is to survive, our efforts must continue.

⁴ The planned 800 hours of translations was based on the National Science Foundation's guidance that for every one hour of recording, four hours are needed to complete a full transcription and translation.

NUNIWARMIUT PICIRYARATA TAMARYALKUTI, INC.



Project Title:	Cup'ig Language Natural and Cultural History
Award Amount:	\$558,640
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- 10 elders involved
- 18 youth involved
- \$39,516 in resources leveraged
- 11 partnerships formed
- 1 language teacher trained

BACKGROUND

Nuniwarmiut Piciryarata Tamaryalkuti (NPT), Cup'ig for Nunivak Cultural Programs, began nonprofit operations in 1997. NPT is headquartered in the village of Mekoryuk, the only community on Nunivak Island off the western coast of Alaska. Mekoryuk counts a population of approximately 215 people.

The inhabitants of Nunivak Island have traditionally spoken Cup'ig, a language in the Aleut-Eskimo language family that is only spoken in Mekoryuk. In 2004, NPT developed and implemented a kindergarten through third grade Cup'ig immersion curriculum for the island's only school. In the timeframe between the introduction of language immersion classes in 2004 and the commencement of this project in 2007, the

Cup'ig fluency level among Mekoryuk citizens rose from 34 percent to 49 percent.

Staff developed the kindergarten through third grade immersion curriculum from two pre-existing resources. The first resource was a set of over 200 audio tapes produced by linguists who recorded fluent Cup'ig elders in Mekoryuk between 1975 and 1991. The second resource was the Nunivak Gazetteer, a 150-page, 12-chapter manuscript on Nunivak history, geography, and culture produced by the founders of NPT in 1994.

PURPOSE AND OBJECTIVES

The project's purpose was to draw upon existing cultural resources to develop and implement a fourth through twelfth grade Cup'ig language and cultural curriculum.

The project's first objective was to create, review, and implement a Cup'ig language curriculum for fourth through twelfth grades based on the Nunivak Gazetteer. To complete the objective, project staff developed each chapter of the Gazetteer into 12 stand-alone lessons. Each lesson has four activity sheets, which cover Nunivak geography, a traditional Cup'ig story, Cup'ig food, and Cup'ig arts and crafts. Staff also created oral and written assessment tests for

each lesson. To broaden and enrich the curriculum, staff also translated 45 children's books and pasted the Cup'ig translation over the original English text.

Due to the small number of people in the Mekoryuk community, there is only one school that operates four classrooms where students in grades kindergarten to three, four to six, seven to nine, and 10-12 learn together. Project staff planned for grades four to six to learn lessons one through four; grades seven to nine to learn lessons five through eight; and grades 10 to 12 to learn lessons nine through 12. The level of sophistication of each lesson increases as a student advances within a grade set. Within the project timeframe, NPT staff trained the fourth to sixth grade teachers and introduced lessons one through four into the weekly syllabus. Staff will initiate lessons five through eight in the 2010/11 school year and lessons nine through 12 in the 2011/12 school year. Teachers utilize the Cup'ig language curriculum during 50-minute daily immersion classes.

The project's second objective was to transcribe, translate, and edit 72 of the approximately 200 existing audio tapes produced with Nunivak elders from 1975-1991. Staff first assigned a priority code to all 200 tapes based on the quality and content of the tape. From these, staff transcribed and translated 103 audio tapes. Staff then reviewed and made final edits to 83 of the transcribed tapes, exceeding the planned project target. From these completed tapes, staff extracted 36 narratives and incorporated them into the Cup'ig language curriculum to add a multimedia component to each lesson.

OUTCOMES AND COMMUNITY IMPACT

For the Mekoryuk community of Nunivak Island, the completed Cup'ig curriculum provides an opportunity for kindergarten through third grade language learners to

maintain and continue to improve their Cup'ig language skills through the end of high school. To meet the identified needs of Mekoryuk's past and future generations, the curriculum contains multimedia components on Nunivak cultural history as well as traditional Cup'ig stories shared by the youth's ancestors.

For the classroom teachers in Mekoryuk, a complete set of Cup'ig language materials are now available for all grades. NPT staff has trained one teacher in the curriculum's use, and will continue to train teachers as the curriculum is introduced and implemented over the next two years.

NPT staff also enjoyed benefits from the implementation of project activities. The employees learned to write in Cup'ig, a unique learning experience as Cup'ig was traditionally an oral language. Additionally, rural Alaskan communities are beginning to approach NPT for advice and guidance on how to develop and adapt their own language revitalization techniques to achieve Mekoryuk's results in successfully preserving a unique language.

SLEETMUTE TRADITIONAL COUNCIL



Project Title:	Upgrade and Improve Tribal Governance Management and Administrative Systems
Award Amount:	\$111,761
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 3 elders involved
- 13 youth involved
- 20 individuals trained
- 8 partnerships formed

BACKGROUND

The Village of Sleetmute is a traditional Yup'ik village located on the Kuskokwim River in western Alaska. Approximately 100 individuals live in the village, with approximately 60 percent being unemployed and 58 percent living below the federal poverty line. Sleetmute's Village Council consists of five members who manage and oversee governance matters within the village.

PURPOSE AND OBJECTIVES

The project's purpose was to improve the management skills and capabilities of Village Council members, and to update the village's policy and procedures manual to

strengthen and organize key governance programs.

The project's first objective was to increase the aptitude and understanding of the Sleetmute Traditional Council in their growing roles and responsibilities in conducting and overseeing the overall business of the village. From its commencement, the project encountered a series of challenges that hindered potential outcomes and community impact. Frequent staff turnover limited the staff's ability to implement the objective as planned. The objective also planned to present community leadership workshops to local partner villages via teleconference, but project staff was unable to organize any training within the project timeframe. Staff did present a five-day youth workshop, which focused on substance abuse prevention and was attended by 16 youth, but this workshop was outside of the project's planned scope.

The project's second objective was to develop and implement policies and procedures to ensure proper and adequate administrative, financial, and management processes that comply with federal

requirements and give staff the tools to conduct the day-to-day operations of the Village Council. The Sleetmute Village staff prioritized the development of policy and procedures in financial management processes. Within the project timeframe, four members of Sleetmute Village staff received Quickbooks training, and updates were made to the tribe's financial procedures manual to reflect the new bookkeeping procedures. In collaboration with the Village Council, staff also adopted new policies to govern the tribe's procurement and housing procedures.

OUTCOMES AND COMMUNITY IMPACT

Prior to this project's implementation, staff did not possess the means or the capacity to manage the village's fiscal operations. Due to their training, staff now has a current and comprehensive view of the village's fiscal conditions, and can therefore better understand and oversee program budgets. Furthermore, updated policies and procedures are now available to guide all staff in relation to finances, procurement, and housing.

YAKUTAT TLINGIT TRIBE



Project Title:	Rekindling Our Yakutat Language
Award Amount:	\$600,000
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 4 Native American consultants hired
- 9 elders involved
- 114 youth involved
- \$70,314 in resources leveraged
- 4 partnerships formed
- 16 language teachers trained
- 5,005 native language classes held
- 102 youth increased their ability to speak a native language
- 40 adults increased their ability to speak a native language

BACKGROUND

The Yakutat Tlingit Tribe has 321 members and is located in southeast Alaska, 212 miles northwest of Juneau. The people of Yakutat have their own Lingít language dialect. Of the 10 fluent speakers alive today, only five are able to teach classes due to advanced age and health problems. In recent years, the tribe has developed a long-term preservation plan, conducted language classes, and implemented a teacher training program. The program resulted in 20 adult language

learners and nine youth advancing from novice to intermediate level, and six adult language students motivated to become apprentice teachers. Since 2005, the apprentice teachers have taught high school classes for 30 minutes a day and elementary classes for one hour per week, benefitting 13 high school students and 34 elementary students.

PURPOSE AND OBJECTIVES

The purpose of the project was to integrate Lingít classes into the Yakutat public school system, build the capacity of the tribe's Lingít language teachers, and develop electronic resources to be used by students and teachers. The project's first objective was to integrate the Lingít language program into the Yakutat public school system, and enroll at least 60 students and parents in eight Yakutat Lingít language classes. Of these language learners, project staff expected, 75 percent would advance three fluency levels in three years, as measured by Yakutat proficiency scores guidelines; and 75 percent of participants would attend at least 75 percent of classes offered. After working with school district administrators to establish classes for pre-school through high school students, project staff performed baseline evaluations on the fluency levels of

each student. During the project's three years, the project team, including nine part time language instructors and six apprentice instructors, taught nine multi-level classes for youth. Pre-school through second grade students received 15 minutes of class per day; students in grades 3-4, 30 minutes per day; and youth in grades 5-12, 50 minutes per day. Two adult groups also each received four classes per week during the first two years of the project. During the project period, instructors taught over 5,000 classes, with 102 youth and 40 adults improving their ability to speak the Lingít language, and over 90 percent of annual participants advancing at least one level per year. Peak participation for adults was in year one, with 35 participants, and for youth, in year three, with 84 participants. Project staff also hosted seasonal events for youth such as the Summer Immersion Camp and the annual Christmas play, with activities conducted in the Lingít language.

The second objective was to provide teacher training for Lingít language teachers, with at least 60 percent of teachers attending at least 75 percent of training workshops offered by the tribe. During the three years of the project, all 15 teachers and the project director participated in over 75 percent of workshops, which included: four Sealaska Heritage Institute workshops on curriculum development; 10 workshops by the project linguist consultant on language structure, linguistic roots of the language, and teaching methodologies; and quarterly Yakutat School District (YSD) in-service trainings on teaching approaches, lesson plan development, and other topics. As part of this objective, two staff members also completed YSD technology training on a software application for digital video editing.

The third objective was to create 12 video audio-biographies of elders, 20 language podcasts, and a recorded phrase repository

with 800 phrases to serve as electronic resources for students and teachers. Due to the heavy class burden of the teachers, most of the work developing these resources was carried out in the summer months. In three years, the team created eight elder videos and eight podcasts, but collected enough material for 12 videos and 25-30 podcasts. Moreover, they recorded 2,000 phrases onto CDs. These phrases were loaded into the personal I-Pods of youth language learners and into 20 program-owned I-Pods used by adults, so that they could practice listening and pronunciation outside of the classroom.

OUTCOMES AND COMMUNITY IMPACT

The Yakutat Language Program has shown that it has the capacity to help raise the fluency levels of adults and youth in the community, prepare teachers to effectively facilitate language acquisition, develop language materials incorporating the unique Yakutat dialect, and elicit a growing sense of community pride in the language. According to project director Rhoda Jensen, "Community members of all ages, including elders and the middle generation, are feeling more connected to our spoken language. Kids are learning about the language and culture, and are gaining a stronger sense of cultural pride. We even see non-native kids showing an interest in the language, and teachers and administrators here are also gaining an increased awareness of our language, history, and culture." Though an agreement had not been reached by the end of the project period, the tribe is working with the YSD to include Lingít instruction in the district's annual budget. All teaching materials produced by tribal language program staff are available for use by the YSD, and the team also is teaching Lingít to classroom teachers in the district. Finally, the tribe is working to begin an immersion school, so that elder teachers can concentrate on developing fluency for the most promising intermediate level students.

YUKON RIVER INTER-TRIBAL WATERSHED COUNCIL



Project Title: Energy Conservation, Education, and Alternatives Development in the Yukon River Watershed Project

Award Amount: \$676,280

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2007 – Sept. 2010

Grantee Type: Tribal Consortium

PROJECT SNAPSHOT

- 2 jobs created
- 15 elders involved
- 10 youth involved
- \$606,800 in resources leveraged
- 476 individuals trained
- 32 partnerships formed

BACKGROUND

The Yukon River Inter-Tribal Watershed Council (YRITWC) was founded in 1997 as a nonprofit coalition of tribes located within the Yukon River watershed. The watershed is home to 76 indigenous governments, of which 66 are signatories to YRITWC's governing Inter-Tribal Accord, which commits members to cooperate and consult with each other on matters affecting the watershed.

The remote nature of the region, combined with cold temperatures for much of the year and few roads, results in some of the highest energy prices in the nation. Many villages within the region have difficulties paying monthly fuel bills, and some communities

have chosen to cut off electricity service for as much as 12 hours a day and ration fuel for personal vehicles. Prices for food and other commodities have risen due to increased transportation costs, necessitating an increase in the Village's use of gasoline-fueled vehicles to thrive in the subsistence economy. The situation has no immediate solutions, but has spawned the search for alternatives.

PURPOSE AND OBJECTIVES

The project's purpose was to install energy conservation measures, provide energy efficiency and conservation training to tribes, and initiate renewable energy programs to provide sustainable energy sources.

The project's first objective was to install 1,500 compact fluorescent bulbs and/or equivalent energy conservation measures in member villages, and to set up, analyze, and report on three renewable energy demonstration projects in participating tribal communities. Project staff distributed and installed fluorescent light bulbs throughout the Village of Galena. Staff discovered that the mercury in the fluorescent bulbs posed

an environmental problem for rural Alaskan communities that do not have the necessary waste management systems to deal with mercury disposal. Staff also found that the bulbs did not work in all kinds of lighting fixtures. Due to these findings, staff installed the bulbs wherever feasible and offered energy conservation workshops in lieu of widespread bulb distribution.

To complete the second portion of the objective, staff first installed a hydrokinetic turbine on the Yukon River in the Village of Ruby, the first of its kind in the United States. Staff encountered many challenges in operating the turbine, such as river debris clogging the turbine, the need for relocation to maximize water flow, power cable design, and limited availability of equipment. Additionally, the turbine's use is restricted to a five-to-six month window due to river freeze-up during winter. As a result of these challenges, the turbine has produced only about 50 kilowatt hours of energy, far less than anticipated.

For the second demonstration project, YRITWC partnered with Cold Climate Housing Research Center to install an experimental energy conservation home in Anaktuvuk Pass. The structure was built using aluminum studs with a soy-based waterproof insulation on the outside of the home. Staff also outfitted the house with a wind turbine and solar panel array. The home used an average of 300 gallons of fuel per project year, as opposed to the average Alaskan village home which uses 1,500 gallons of fuel per year. Additionally, due to shipping costs, a modest home in an Alaskan village can cost \$750,000 to construct, while this experimental home cost a total of \$150,000.

For the third demonstration project, staff installed a solar array at a home in the Village of Alatna. The array consisted of 14 solar panels and cost \$16,000. Over the

course of one year, the array produced 1,200 kilowatts of energy. From this total, project staff calculated that the payback period for the solar array will be about 12 years.

For the three projects, staff estimated that a total of 4,850 kilowatt hours of energy were saved due to energy conservation activities as opposed to the planned target of 7,000, and that 2,781 kilowatt hours of energy were generated from renewable energy demonstration projects as opposed to the planned target of 25,000.

The project's second objective was to conduct energy conservation and efficiency trainings for YRITWC staff and member communities, and to develop an energy section on the YRITWC website. Over the course of the three-year project, staff conducted 15 trainings for 476 individuals on such topics as energy efficiency and conservation, Alaska rural energy needs, solar panel installation, wind and solar thermal training, and hydrokinetic turbine operation. Staff also developed an energy section for their website that describes ongoing conservation projects and promotes training opportunities.

OUTCOMES AND COMMUNITY IMPACT

For the villages involved in the project, the demonstration projects made renewable energy alternatives a reality. The trainings built capacity within villages to implement alternative energy technology and increased overall desire to do so. By raising awareness of energy usage and providing practical solutions for energy conservation, YRITWC built a framework and foundation for future energy cost savings. To sustain project benefits, YRITWC will continue to work with member villages to develop and implement energy conservation plans. YRITWC also plans to continue to monitor all three energy conservation demonstration projects and work to increase energy outputs and cost savings.

DEVELOPING INNOVATIONS IN NAVAJO EDUCATION, INC.



Project Title:	Navajo Nation Traditional Agriculture Outreach
Award Amount:	\$707,834
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 33 jobs created
- 18 businesses created
- 150 crop farmers
- 560 elders involved
- 284 youth involved
- \$158,750 in resources leveraged
- 1,405 individuals trained
- 26 partnerships formed

BACKGROUND

The Navajo Nation covers approximately 26,000 square miles of rugged high desert in northeastern Arizona and parts of New Mexico and Utah, and is divided into five agencies. The agencies are subdivided into 110 chapters. Each chapter has a chapter house serving as a local administrative center and communal meeting place.

The Navajo Nation has a long history of socio-economic challenges, including high levels of unemployment and poverty. The Navajo are traditionally an agricultural and pastoral people, and many tribal leaders believe creating a food-system network based on sustainable agriculture and value-

added food production can contribute to the tribe's economic revival.

Developing Innovations in Navajo Education, Inc. (Diné, Inc.) is a federally funded nonprofit organization assisting the southwestern region of the Navajo Nation to return to traditional means of living through agricultural support and agro-vocational training. Diné's mission is to preserve and strengthen the cultural and traditional agricultural infrastructure of the Navajo people "by cultivating inspiration and celebrating diligence." Diné's service area includes nine chapter houses located in the Western and Fort Defiance Agencies of the Navajo Nation, extending 40 miles from Flagstaff to the Hopi Nation. Services include plowing fields for farmers; providing local access to a corn grinder (which helps minimize farmers' travel costs and other expenses); and starting drip irrigation gardens at nine chapter houses.

PURPOSE AND OBJECTIVES

The purpose of the Navajo Nation Traditional Agriculture Outreach (NNTAO) project was to encourage sustainable farm agriculture and value-added food production, thereby creating jobs, economic

opportunity, and high-quality food for local consumption in nine communities of the Western and Fort Defiance Agencies.

Direct services include: plowing, planting, packaging, marketing, and labeling; farm and business financial management training; microenterprise development training; and value-added food production opportunities through access to a full service commercial community kitchen.

The first objective was to establish nine drip-irrigation community gardens, one for each of the nine target communities. To accomplish this, project staff recruited 20 farmers to participate each year, totaling 60 over three years. To enhance the efficiency of this process and facilitate cooperation among community members, project beneficiaries who began participating early in the project worked and shared knowledge with those who joined later, assisting them in their learning process.

The second objective was to train a total of 80 value-added producers, utilizing commercial kitchen facilities to produce value-added, Navajo-themed products. To carry out this objective, the project team worked with a local high school whose kitchen met legal commercial kitchen standards. Next, they taught classes in how to process produce, which then was sold at farmers' markets and at roadside stands. Diné staff also provided free use of two corn grinders, to allow individuals to grind and process corn. In year three, this objective included distribution to markets and identification of new markets. The third objective was to train farmers in agricultural best practices, electronic resources, communication, and agricultural software management. It also involved training youth in microenterprise management methods, including business technical support; developing individual business plans for each garden; using electronic resources to

catalog program activity; and creating mutually beneficial partnerships. In the first year, project staff and partners trained 70 farmers in marketing and labeling at the Taos Economic Development Corporation. Each participating farmer received a laptop for use in his/her agricultural business endeavors. The project utilized a full-time teacher, who taught 104 classes in the use of financial management software. The project team also provided classes and experiential learning opportunities to 10 local youth, enabling the youth to devise value-added products and to market one of the products. The project team recruited 40 youth and secured funding for their summer employment through a local partnership.

OUTCOMES AND COMMUNITY IMPACT

The project resulted in the creation of nine community gardens. Participants included 150 crop farmers and value-added food producers, 284 youth, and 560 elders. The youth microenterprise component included: creation of a 4-H club in Tuba City; 40 full-time summer jobs to work in the community gardens; and marketing classes offered as part of the high school curriculum. Students at DINE Southwest High School in Winslow developed their own small business and label, and 17 micro-businesses were also developed by community members. These included several roadside Indian taco stands and several businesses selling value-added products created by sheep herders.

Project staff stated a significant percentage of participants will continue with project activities, utilizing the sustainable agricultural practices and value-added food production techniques they learned during the project. Diné, Inc. will continue to operate the nine community gardens, providing Navajo youth and community members the opportunity to continue learning about and practicing traditional, sustainable agricultural methods.

NATIVE AMERICAN CONNECTIONS, INC.



Project Title: Creating a New Home in Our Native Neighborhood – Uniting as One to Build & Grow an Urban Native Health and Wellness Community

Award Amount: \$63,289

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2009 – Sept. 2010

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- \$24,910 in resources leveraged
- 7 partnerships formed

BACKGROUND

Native American Connections (NAC) is a native nonprofit founded in 1972 to provide drug, alcohol, and mental health treatment to Native Americans in the greater metropolitan area of Phoenix, Arizona. For almost 40 years, NAC has been the only agency in the region providing intertribal, culturally-appropriate residential substance abuse treatment to both men and women. Services are provided in two facilities; one serves women and is equipped with 32 beds, and the other serves men and contains 16 beds. Both facilities are over 50 years old and have excessive maintenance costs that impede program expansion and enhancement. Additionally, both facilities are overcrowded and in need of renovations.

As a result of these conditions, Native Americans in need of services often experience significant waiting times to gain access to already overcrowded facilities. Once admitted, clients often find it difficult to secure transportation to these facilities, due to their distant locations. It has become clear to NAC staff members that the growing urban Native American community of over 100,000 in Greater Phoenix needs greater access to culturally-appropriate residential treatment programs located closer to other Native American culturally-centered health and community services.

PURPOSE AND OBJECTIVES

The purpose of this project was to assess the practicality of consolidating NAC's two existing facilities into one larger facility. The proposed facility would be centrally located to the target population and have greater capacity, enabling NAC to shorten its wait-lists, serve a greater number of people, and be more easily accessible to clients. The sole objective of the project was to conduct a feasibility study and

market study that would delineate the costs and benefits of relocation, consolidation, and expansion, providing guidance for future endeavors. NAC hired a native owned contracting company, American Indian Health and Management Policy (AIHMP, Inc.), to conduct both studies under NAC's guidance.

The market study provided an analysis of market demand for continued expansion of behavioral health services in a defined geographic boundary considered a "catchment area" for urban Native Americans in the Greater Phoenix area. Specifically, the study analyzed: 1) demographic, economic, and real estate trends; 2) customer demand for services and type of services being offered; 3) estimated costs of various business expansion scenarios, and; 4) estimated savings from product/program consolidation.

The feasibility study provided analysis of the following considerations: 1) start-up and operating costs related to business expansion in a new facility; 2) market projections and revenue forecasts; 3) risk assessment; 4) personnel and staffing requirements; 5) potential size and square footage of a new facility, and; 6) estimated construction costs for building a new expanded health care facility. Both studies were completed in a timely manner and fully addressed all areas of consideration.

OUTCOMES AND COMMUNITY IMPACT

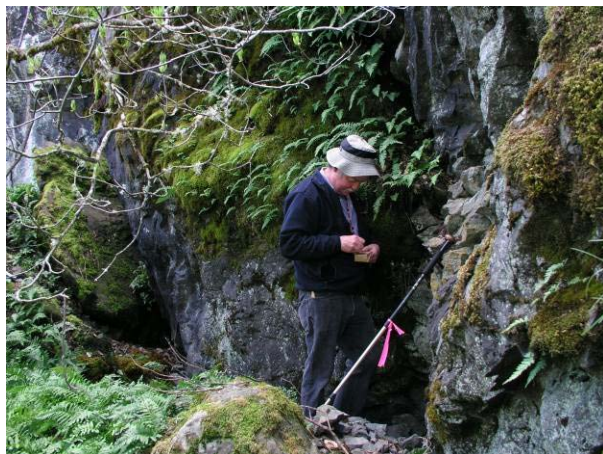
At the end of the project, findings of both studies were presented formally to NAC's Board of Directors. As a result, NAC's Board, staff, and community stakeholders now possess the information necessary to make decisions and recommendations regarding the extent of program expansion that can be sustained by the organization and supported in the community.

Some of the key findings of the studies were as follows: the cost of consolidating/moving facilities would be approximately \$5 to \$8 million dollars; the resultant savings would be \$700,000 to \$800,000 in NAC's annual operating budget in the first year alone; new efficiencies would be realized from the move, such as savings on staffing, energy consumption, and transportation expenditures; and a new facility of 35,000 square feet could accommodate 60 beds comfortably, representing a 20 percent increase from NAC's current capacity of 48 beds. Ultimately, the results indicate consolidating/moving facilities would yield positive, sustainable impacts for NAC, its clients, and the community served, by increasing capacity, providing greater accessibility, and enhancing efficiency.

Additionally, the project had some positive unexpected results. AIHMP went beyond the requirements of their contract to produce a pro-forma 10-year budget and a set of three-dimensionally rendered building design options for the proposed new facility. Furthermore, AIHMP provided insight on how NAC could become a Federally Qualified Health Center (FQHC), which could enhance the earnings potential of the facility significantly.

NAC plans on using the knowledge gained and deliverables produced from this project to begin the next phase of expansion, which will entail acquisition of a property site, creation of architectural blueprints, and a request for proposal for construction bids. NAC staff members expressed confidence that this project was an unqualified success and the next phase of expansion will be equally successful.

HOPLAND BAND OF POMO INDIANS



Project Title:	Improving the Capability of an Indian Tribal Government to Regulate Environmental Quality
Award Amount:	\$248,947
Type of Grant:	Environmental
Project Period:	Sept. 2007 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 4 Native American consultants hired
- 30 elders involved
- 20 youth involved
- \$7,578 in resources leveraged
- 35 individuals trained
- 26 partnerships formed

BACKGROUND

The Hopland Band of Pomo Indians is a 742-member federally recognized tribe. The 2,070 acre Hopland Reservation is located in Mendocino County, 26 miles south of Ukiah. The developed area of the reservation exists in a small valley, and has about 500 acres of vineyards and homes; the rest of the land consists of steeper, uninhabited, upland watershed.

In recent years, the tribe has taken many steps towards establishing a comprehensive and enforceable environmental regulatory program. It has drafted and adopted eight environmental codes and ordinances for the reservation, developed an implementation

plan for the program, and obtained funding for staff compliance assistance training.

PURPOSE AND OBJECTIVES

The purpose of the project was to improve the tribal Environmental Protection Agency's (EPA) capacity to analyze the impact of future land development projects on the reservation's environment. The EPA team proposed to conduct environmental inventories and geographical information systems (GIS) mapping on reservation plant life, wildlife, and threats to the environment, and to develop an environmental review process involving tribal departments.

The first objective was to collect and catalog information that could be used to monitor environmental change caused by land management activity. The project team, including three wildlife biologists and a botanist, conducted plant and animal inventories for three years, benthic macro-invertebrate surveys for two years, and vegetation and habitat mapping for one year. By the end of the project, the team produced detailed species lists for wildlife and benthic macro-invertebrates, a photographic guide to mammals, a plant herbarium with 950 plants, and comprehensive wildlife and

botanical resources reports. As part of this objective, project members trained three tribal members to take part in data collection and environmental monitoring activities, and created a curriculum, in the form of eight modified Master Naturalist workshops, to educate 32 tribal members on reservation ecology. Workshop topics were water, forestry, wildlife, plants, and geology of the reservation, communications, and energy. In the popular plants workshop, the instructor integrated Pomo legends and traditional ecological knowledge (TEK) into the lesson. Tribal employees were encouraged to go to the workshops, and each workshop had 12-25 attendees. Participants also included 20 tribal youth and members from eight other local tribes.

Objective two was to create maps to identify sensitive areas, showing vegetation patterns, sensitive vegetation and wildlife areas, and illegal solid waste dumpsite areas. Project staff used both aerial photography and on-the-ground field mapping. Wildlife mapping, particularly for birds, was carried out by keying wildlife to the vegetation types in which they commonly reside. Preliminary maps of vegetation and wildlife habitat types were prepared and field checked, and then entered into the GIS system. The team also collected GPS data on 17 illegal solid waste dump sites, and produced GIS maps of waste dump sites.

The third objective was to establish a system through which development projects could be assessed for their environmental impact. The project director studied the impact assessment and permitting processes of other tribes, states, and the federal government, and wrote a draft impact assessment and permitting process for the Hopland Band. This draft was reviewed by

a tribal EPA committee comprised of staff from other tribal departments and a Tribal Council member. After receiving feedback, he made appropriate changes and submitted the proposed system to the Tribal Council for approval.

OUTCOMES AND COMMUNITY IMPACT

“In 10 years,” stated Allen Cooperrider, the Tribal EPA Director, “people will still appreciate what we’ve done in creating this inventory. We have as good an inventory as any reservation in the country now.” He added, “With the inventories done, plant and animal species mapped, and a review process in place, the tribe will be better able to analyze and assess the impact of future development projects, whether they are for business, residential, recreational, or other purposes.”

The inventories and mapping have given the tribe baseline data on the plants, wildlife, and ecology of the reservation. The new environmental review process provides the tribe with a framework to study the impact of proposed development projects. The environmental curriculum provided an educational opportunity for 32 tribal members, who gained a new understanding of reservation ecology and were empowered to consider the importance of maintaining and sustaining wildlife and plant habitats.

Project staff stated the project has enhanced the tribe’s ability to realize its environmental goals: preventing land, air, and water pollution; restoring and protecting fish and wildlife habitat; ensuring the survival of native plants; motivating tribal members to recycle and take an active role in protecting the environment; and preserving tribal culture and seasonal connections to the land.

REDWOOD VALLEY LITTLE RIVER BAND OF POMO INDIANS



Project Title: Home Maintenance and Individual Money Management Education Project

Award Amount: \$95,182

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2009 – Sept. 2010

Grantee Type: Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 10 elders involved
- 22 youth involved
- \$10,810 in resources leveraged
- 75 individuals trained
- 3 partnerships formed

BACKGROUND

The Redwood Valley Little River Band of Pomo Indians is located on the 197-acre Redwood Valley Rancheria in Mendocino County, California. The band has 170 members, 60 percent of whom are under the age of 18. Of the tribe's 55 heads of household, 40 percent are unemployed.

In 2008, 15 rental housing units on the reservation were converted to home ownership units. A 2009 inspection demonstrated that all of these housing units needed major repairs or replacement of plumbing, windows, carpet, or paint. A 2009 survey conducted by the tribe showed that tribal members were interested in developing home maintenance skills to

maintain their homes more effectively. Another 2009 tribal survey indicated tribal members wanted to develop self-sufficiency skills in financial management.

PURPOSE AND OBJECTIVES

In response to the aforementioned needs assessment, tribal planners designed a project to develop home maintenance skills in tribal homeowners and build financial management skills in tribal youth, hoping to enhance economic self-sufficiency and personal responsibility for both groups.

The project's first objective was to develop and implement a home maintenance training program, providing training to a minimum of 10 families, with each family completing 80 percent of a home maintenance curriculum. To accomplish this, project staff recruited participants and worked with a local nonprofit organization and a regional Native American housing authority to develop 11 hands-on home maintenance workshops. The theme of the first five workshops, hosted by the nonprofit Solar Living Institute, was "Do-It-Yourself," with hands-on activities in carpentry, home maintenance and repair, plumbing, solar water heating, and electricity. After the first

workshop, participants began working together as a team, using newly learned skills to go from one participant's house to another, making repairs and performing basic maintenance.

After finishing the first series of workshops, participants attended six "Nuts and Bolts Repair Sessions" hosted by the Northern Circle Indian Housing Authority. These sessions included lessons on previous topics such as drywall repair, electricity, and plumbing, and new lessons on window screen installation, weatherization, home maintenance, and pest control. After each lesson, participants continued to use what they learned to help each other out. "If someone's house needed fixing," stated Barbara Graumann, the project director, "the team would come to the house and help with the work." The workshops were very popular with a core group of 10 to 12 participants, and 59 tribal members, including several youth, participated in at least one session. Beyond these workshops, project staff also provided counseling to five community members to assist them in preparing to purchase their own homes.

The second objective was to educate tribal youth in personal financial management, providing 15 youth, ages 13 to 23, with at least 16 hours of financial management training, assisting them in developing individual financial plans, and helping them to open checking or savings accounts. To accomplish this objective, the project director formed a partnership with the Mendocino Savings Bank, recruited youth participants, and worked with bank staff to set up eight workshops. The workshops, facilitated by bank staff members, followed two curricula: the FDIC's Money Smart curriculum for high school students and young adults, and the Junior Academy curriculum for middle school students. Modules included practical lessons on

banking, opening and using checking accounts, saving money and setting financial goals, understanding borrowing and credit, and paying for college, cars, and homes. In almost all of the workshops, youth took part in simulated exercises, using virtual dollars and virtual credit cards to learn the cost of goods and services, the pitfalls of not using money and credit wisely, and various ways money and financial resources can be used to reach personal and financial goals. Sixteen youth participated, with an average of 12 youth attending each workshop. All 16 youth took part in a tour of the bank, learning the responsibilities of staff members and how the bank was run. Upon completing the training, each received a \$50 bond with which to open a bank account.

OUTCOMES AND COMMUNITY IMPACT

Fifty-nine home maintenance workshop participants, especially the 10 to 12 participants in the core group, reported an increase in their knowledge of home repair and maintenance, gaining new confidence and competence in cost-effectively taking care of their homes. According to the project director, "Now they can assess what is wrong, or isn't wrong, with their houses, and if they can't repair a problem, they know where to go to get it fixed. They can solve problems and understand causes."

Sixteen youth participants broadened their knowledge of financial management, learned how to avoid problems associated with credit and debt, developed personal financial goals, and gained a better understanding of the financial and economic challenges confronted by their parents and grandparents. Barbara Graumann stated, "The lessons they have learned will enable them to better understand and deal with the challenges they will face as adults. These workshops have prepared them to make better, more responsible financial and personal choices."

SMITH RIVER RANCHERIA



Project Title:	Establishment of Nuu-da'-ye'- A Native American Foster Care Network
Award Amount:	\$118,331
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Dec. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 5 elders involved
- \$5,322 in resources leveraged
- 5 individuals trained
- 9 partnerships formed

BACKGROUND

The Smith River Rancheria, with 965 enrolled members, is located on the Pacific coast of northwestern California, extending into southwestern Oregon. The Rancheria's Community and Family Services (CFS) Department provides child welfare and prevention services, family and elder assistance, community and family outreach, and educational assistance for tribal members. Prior to this project, CFS staff members assessed the availability and effectiveness of foster care for Native American youth in the three-county region surrounding the Rancheria. They learned that although there were 111 Native American foster care children in the area,

there were only six Native American foster homes providing culturally-appropriate care.

PURPOSE AND OBJECTIVES

The project's purpose was to develop a process by which the tribe could improve access to quality culturally and socially appropriate foster care for Native American children in the tribe's service area - Del Norte and Humboldt Counties, California, and Curry County, Oregon.

The project's first objective was to develop and gain Tribal Council approval of a plan creating home licensing and certification standards promoting safe, culturally and socially appropriate environments for Native American children. Early in the project, the team faced a significant challenge: a three-month delay in hiring key staff members integral to implementing project activities. Significantly behind schedule, the team held its initial strategic planning meeting with the Del Norte County Health and Human Services (DNHHS) licensing department one quarter of the way through the project period. The team quickly worked to establish a foster care network including

DNHHS, the social service departments of Humboldt and Curry counties and the Yurok Tribe, College of the Redwoods staff, and local youth advocacy groups. Working with these partners, the project's social worker trained to become a certified foster and kinship trainer. Next, she reviewed county HHS licensing and certification standards, reviewed foster care program management best practices, adapted county forms for eventual use in the CFS foster care program, and began to devise a set of standards for the program. The draft CFS Tribal Foster Home License Standards included definitions of key terms, a description of the legal authority of the CFS to issue or cancel foster care licenses, licensing and training requirements for tribal foster parents, and physical standards for tribal foster homes. In July 2010, the project team presented the draft standards to the tribe's Indian Child Welfare Committee (ICWC) for initial review. In late August, after making revisions to ensure the new standards addressed ICWC questions and met community needs, the team presented a final draft to the Tribal Council for approval.

The second objective was to develop an approved Native American foster parent training curriculum and recruitment plan. To develop the curriculum, the project team, along with College of the Redwoods staff, reviewed the foster care certification curricula of local counties. Then, the team collaborated with local Indian child welfare advocates and staff from other tribes to develop a culturally-appropriate framework. The framework, created for a 30-hour Native American foster parent training course, included sessions on legal issues, expectations of foster parents, the impact of historical trauma on native families, culture as a healer and protector, self-care and wellness, parenting children of trauma, creating positive relationships, and drug and alcohol exposure. While creating the

curriculum, the project team worked concurrently on a foster home recruitment plan. To create this plan, they held public meetings in the three county service area to educate the public about the project, elicit feedback, and assess community interest in the project. At the tribe's annual meeting, members completed surveys to assess areas of concern relating to youth, and many members showed interest in becoming foster parents. From information gathered, the team created a recruitment plan using partner referrals, continued meetings, extended family placements, and community outreach to identify new foster families. Due to the initial delay, neither the curriculum nor the final recruitment plan was completed by the end of the funding period. In response, the team requested and received a three-month no-cost extension, and completed the curriculum and recruitment plan by the end of the period.

OUTCOMES AND COMMUNITY IMPACT

The project team successfully produced a set of foster parent licensing and certification guidelines, a tribal foster home recruitment plan, and a curriculum for certifying culturally-capable Native American foster parents. Utilizing partnerships created during the project period, the team participated in several workshops that enhanced CFS' capacity to manage a tribal foster care program. These partnerships have increased CFS' visibility in the social services community, resulting in frequent requests for CFS assistance in home placement for native youth. Project staff also has reached out to the Smith River Rancheria community, inviting members to consider becoming foster parents, and five families already have agreed to be put on a waiting list to participate. With the elements of a program in place, CFS is well-positioned to protect the physical health, safety, and well-being of foster children in the community.

SUSCOL COUNCIL



Project Title:	Design-Training for Suscol House
Award Amount:	\$88,553
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 4 elders involved
- \$63,281 in resources leveraged
- 9 partnerships formed
- 9 Native American consultants hired
- 51 people trained

BACKGROUND

Suscol Council is a native nonprofit with a mission to develop a Native American Healing and Cultural Center in the Chiles-Pope Valley located in the northeastern part of Napa County, California. Suscol Council plans for the center, or Suscol House, to be a sustainable, environmentally friendly open space whose 2,000 square foot structure will be used for educational projects as well as preserving and protecting Native American sacred sites and traditions.

PURPOSE AND OBJECTIVES

The purpose of this project was to complete the design and planning phase of the Suscol House. This was accomplished through two objectives over a two-year period.

The first objective was to complete the design work and receive the required permits from Napa County to develop the center. During the first year and a half of the project period, the project director worked with structural, septic, and solar design engineers, as well as an architect, to design the site plan for the center. While waiting for the permits and design, project staff identified partners to provide funding and help train volunteers to develop the site. Partners included the California Straw Bale Builders Association, the Hoopa Tribal Civilian Community Corps (TCCC), Ukiah California Indian Manpower Consortium (CIMC), and Habitat for Humanity. By the end of the first project period, the project staff completed the design work and in December, 2009, Suscol Council received the permits to begin the building at the site.

The second objective was to train four Native Americans in straw building techniques. Straw bale construction is a building method that uses bales of straw as a structural element and for building insulation. During the first year of the project, 19 volunteers from TCCC worked on the site, learning about earth plasters, straw bale construction, and wild lands

management. One small prototype was completed to serve as a training model and to test how the local soil would work as an earth plaster.

The second year of the project involved additional development of prototypes at the site and more volunteer activity. Four Native American interns were selected to work at the site. Over a four-month period, nine interns worked, but only one stayed on for the entire training period. The project coordinator taught the interns how to create structural stability with two different types of earth plaster: pure cob walls and straw bale walls covered with cob plasters. Cob is a mixture of mud, sand, and straw. The interns and project coordinator built three prototype training structures. The project staff designed the project to be a community built and designed site. In addition to the interns, members of the community, including elders and youth were trained in building techniques and other environmentally sustainable activities, such as permaculture. Over the course of the project period, project staff documented 2,437 volunteer hours through the TCCC, CIMC, interns, and community members.

OUTCOMES AND COMMUNITY IMPACT

The four test sites built with straw bale are located in the hills surrounding Napa Valley. The test sites are circular and constructed using environmentally sustainable materials, such as straw bale, and green building techniques. Suscol Council is designing the site to be a safe place where Native Americans can come to strengthen their cultural identity and work on issues of generational grief.

This project is the first phase of the long-term mission of the Suscol Council: to build a cultural center. The project director hopes this project will serve as a model for other

communities to create their own cultural preservation projects.

“The two prototypes that were built gave interns lots of varied experience from foundation to end phase of finished interior and exterior plaster walls and floors.”

Charlie Toledo, Project Director

TRIBAL ECONOMIC AND SOCIAL SOLUTIONS AGENCY, INC. (TESSA)



Project Title:	Foster Care Enhancement Project
Award Amount:	\$502,637
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 8 jobs created
- 9 elders involved
- 61 youth involved
- 37 individuals trained
- \$66,450 in resources leveraged
- 9 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 tribes and urban American Indians and Alaska Natives residing in northern California. As the only licensed Indian Foster Family Agency for American Indian/Alaska Native families in the area, TESSA also has a strong advocate role for implementation of the Indian Child and Welfare Act (ICWA) in California.

In the 1960s and 1970s, American Indian children were about six times more likely to be placed in foster care than other children and many of these children were placed in non-native homes. Congress enacted ICWA in 1978 to protect the best interests of Indian children and to promote the stability and

security of Indian families. ICWA requires that tribes be notified and given an opportunity to intervene when the state places a child subject to ICWA in foster care or seeks to terminate parental rights on behalf of the child. ICWA also requires that children should be placed with relatives or tribal families if possible.

Children in foster care are disproportionately affected by a range of developmental challenges, including: chronic health problems, developmental delays, educational difficulties that warrant special education intervention, mild to moderate health problems, and in some cases, severe psychological and behavioral difficulties. To address these developmental challenges and provide care for foster children, foster families often require significant social service support.

PURPOSE AND OBJECTIVES

The project purpose was to improve the capacity of the foster care community by developing specific therapeutic training activities focused on strengthening the skills of Native American foster parents, ICWA Coordinators, and native foster children, and to provide support services to biological parents.

The first objective of the project was to provide intensive training to 20 foster parents and three ICWA Coordinators on caring for foster children. The ICWA Coordinators were invited to be part of the foster parent training so that they could better understand the issues faced by foster parents and the skills needed to provide effective placement of children. By the end of the project period, 10 foster parents completed all the trainings and two ICWA coordinators were involved in training activities.

The second objective of the project was to strengthen 20 foster children's resiliency to overcome the obstacles created by abuse and removal from their biological family and to show a 20 percent improvement in adherence to household rules. By the end of the project period, 17 youth completed all the training modules and 90 percent of the 20 foster children remained in their original foster placement home. The project staff believes the stability of placement was due to better adherence to household rules.

The training for the foster parents, ICWA Coordinators, and foster children was accomplished through 10 training modules. In keeping with ICWA's goal to involve American Indian and Alaska Native foster children with their identified culture, seven of the training modules incorporated Native American cultural events. A total of 16 foster parents and 45 foster and biological children attended the three-day Bear Dance and completed a training module on Developing Healthy Lifestyles by learning about and cooking traditional foods. Other modules included: parenting skills; health and culture workshop; teamwork; peer interaction; caring for children of trauma; the effects of substance abuse on the family; and healing trauma. In addition, during each year of the project, the foster children

prepared for the annual All My Relations conference, a conference for Indian families focused on cultural activities and sponsored by the National Indian Justice Center.

The final objective was to create five partnerships to deliver services to biological parents of the foster children. Project staff hoped that 10 biological parents would participate in activities and there would be a 10 percent increase in reunification of biological parents with their children. While the grantee partnered with the Sacramento Native American Health Center, the Mooretown Rancheria, and the Shingle Springs Rancheria Temporary Assistance for Needy Families program, project staff was unable to fully involve biological parents in the therapeutic training activities. In turn, no biological parents working with TESSA were reunited legally with their children during the project period.

OUTCOMES AND COMMUNITY IMPACT

This project, through the trainings and workshops, facilitated the formation of a community of foster parents that support each other. The project staff believes this network reduced the telephone calls from the foster parents to the TESSA social workers by 10 percent from the time of application submission to the end of the project period. Mary Curtis, the project director stated that "because of this project, the foster parents gained knowledge that fostering can be a fun and positive experience."

UKIAH HINTHEL COMMUNITY AND CULTURAL DEVELOPMENT, INC.



Project Title:	Yokayo Sedge Bed Restoration Project
Award Amount:	\$119,129
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 6 elders involved
- 12 youth involved
- \$84,247 in resources leveraged
- 5 individuals trained
- 3 partnerships formed

BACKGROUND

In 2005, the Yokayo Indian Community, a 120-member band of Pomo Indians located in the Ukiah Valley, formed Ukiah Hinthel Community and Cultural Development, Inc. (UHCCD), a nonprofit corporation, to fulfill the community's governmental functions. The mission of the UHCCD is "to develop and maintain the quality of life for Yokayo tribal members, support the sovereignty of tribal government, and preserve Yokayo history, culture, and language for future generations of Yokayo Pomo."

Since 1881, the Yokayo Indian Community has owned 119 acres of land, including 46 acres of agriculturally-zoned "bottomland." Historically, the bottomland has had an abundance of sedge grass, and the roots of this plant have been used in producing Pomo

baskets, considered to be among the most beautifully crafted baskets in the world. In the Yokayo community, basket making is still an important means of expression; this Pomo tradition is a source of strong cultural pride. In the 20 years prior to this project, however, community members did not use the bottomland for the harvest of sedge roots or for any other kind of agriculture, and the land had become overgrown with brush.

PURPOSE AND OBJECTIVES

UHCCD project planners proposed this project as a way to promote the cultural practice of Pomo basket making and provide an economic development opportunity for the community. The project's main purpose was to improve access to the two known sedge beds in the bottomland and to create a healthy growing environment for sedge plants in the bottomland. This would enable the community to harvest sedge roots for basket making and use proceeds from the sale of the roots to pay property taxes on community land.

The first objective was to repair the path leading to the sedge beds. To do this, the project director hired a restoration coordinator and five groundskeepers. After purchasing supplies and equipment for the

task, the crew began clearing an already-existing 1.5 mile path through the bottomland to the sedge beds. Though the crew found more brush and garbage than expected, they nonetheless managed to clear the path in four months.

The second objective was to clear debris and plants surrounding the sedge beds, to create a healthier growing environment for the sedge plants in the beds. This would enable the roots of the plants to grow longer and straighter, so that they would be more useful for basket making. To complete this objective, the crew cleared garbage, leaf litter, blackberry bushes, old grape vines, and various invasive species of plants. While clearing the land, the team located four unknown sedge beds and many other plants used in basket making, including willow, bulrush, and deer grass. In areas where the sedge grass grew too thick to facilitate healthy root growth, the team transplanted the superfluous sedge to other locations on the bottomland. Due to seasonal rains, much of the plant life removed during the project period grew back. This made the project team realize that clearing the land would be an arduous and ongoing process, taking significantly more time and effort than previously expected.

As the work progressed on the first two objectives, project staff held monthly community information meetings on the project and established a Restoration Committee, made up of community members interested in shaping the community's long-term sedge bed policy.

The third objective was to develop the long-term sedge bed policy, outlining the future processes by which the beds would be maintained and the sedge roots harvested, marketed, and sold. To complete this objective, the project director, with help from the UHCCD Board, Restoration

Committee, and community members, drafted a policy, held community review meetings, amended the draft twice, and produced a final product by the final month of the project period. The policy called for the continued removal of bottomland plants that compete with sedge, year-round sustainable harvesting of the roots, and selling the roots through the California Indian Basketweavers Association and other Native American basket weaving groups.

OUTCOMES AND COMMUNITY IMPACT

According to project staff, the newly repaired path and uncluttered sedge beds have made sedge roots easier to access and harvest, particularly for seniors and less mobile members of the Yokayo Indian Community. Because the roots largely had been unattended in the decades prior to the project, however, they were not suitable yet for use in basket making. If the plants are tended and harvested properly in the coming years, the sedge roots will fetch an estimated \$50,000 to \$75,000 per year for the Yokayo Indian Community, according to project partners and consultants working on the project. Expert basket makers in the community estimate that the roots will be ready for harvest in two to three years.

At the end of the project period, the UHCCD received a one-year renewable grant from the U.S. Department of Agriculture for the removal of noxious weeds from the bottomland. The grant will enable the project's groundskeepers to keep working, to continue removing plants that compete with sedge, and to ensure a healthy environment for growing sedge roots. UHCCD project staff believes they will be able to sustain the sedge beds beyond this grant period, providing raw materials for basket makers in the community and for other Native American basket weaving groups well into the future.

YUROK TRIBE



Project Title:	Enhancing Environmental Protection and Yurok Sovereignty
Award Amount:	\$370,098
Type of Grant:	Environmental
Project Period:	Sept. 2007 – Mar. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 50 elders involved
- 26 youth involved
- \$19,611 in resources leveraged
- 3 individuals trained
- 13 partnerships formed

BACKGROUND

The Yurok Tribe, California’s largest tribe, has nearly 5,000 members, about half of whom reside on the 63,000 acre Yurok Indian Reservation (YIR). The tribe faces many challenges protecting the environment on the reservation. First, the tribe and tribal members own less than 30 percent of reservation land, making it difficult to regulate the activities of individuals and corporations. Additionally, according to staff members from the Yurok Tribal Environmental Program (YTEP), there has been a lack of strong baseline data on the extent and types of environmental pollution, forcing tribal leaders to rely sometimes on anecdotal evidence when making decisions on environmental matters. Over the long-

term, YTEP staff believe that failure to overcome these challenges could pose threats to the environment and public health, and affect the safety and quality of cultural and subsistence resources on the reservation.

PURPOSE AND OBJECTIVES

The project’s purpose was for the tribe to acquire more information on threats to environmental and public health, and improve the tribe’s capacity to identify and address environmental problems on the reservation. The first phase of the project, occurring in year one, was to compile data on potential and known point source locations of contaminants and toxins, and to enhance YTEP staff capacity through training in geographical information systems (GIS). To accomplish this, project staff conducted interviews with tribal members, tribal staff, and reservation community members, utilized a team of local high school students to conduct academic and Internet research; and consulted with surrounding agencies such as the U.S. Forest Service, U.S. National Park Service, and Humboldt County Department of Environmental Health. Through this

process, the YTEP team identified 329 possible cases of environmental pollution on the YIR. Most of these were derived from interviews with local community members, who placed coded pieces of “sticky tape” on a master map, enabling the project team to view the approximate locations of specific environmental pollutants. Data gathered included: locations of illegal dumpsites, sites affected by herbicide spraying, old mills and mines, burned homes, faulty septic systems, abandoned autos, previously cleaned dumpsites, and other types of pollution sources. All potential pollution source data was mapped and compiled in YTEP’s GIS system, and also stored in YEDSS, YTEP’s secure and searchable computer database.

In addition to gathering pollution source information, three project staff members completed introductory GIS training and over 50 hours each of web-based GIS training. This training enhanced staff capacity in spatial analysis, enabling staff to better implement later phases of the project.

Phase two of the project, in year two, was to field-truth potential point source pollution sites, pinpoint the locations of nonpoint sediment contamination on the reservation, and inform the community on environmental health risks and ways to prevent potential health hazards. The project team began this phase by carefully studying the 329 potential sites, finding that only 218 were within YIR boundaries. Next, with help from tribal police and other tribal agencies, the team developed a detailed field survey strategy to account for anticipated challenges such as: limited access to large tracts of private land, the YIR’s challenging topography, the huge number of sites to be visited, and staff safety. Next, team members traversed the reservation, taking over a year to visit the sites, validating 192 of the reports, finding 30 unreported sites, documenting findings with site reports and photos, inputting all

information into YEDSS, and producing GIS maps and reports. Using GIS skills learned in year one, YTEP staff also conducted a geospatial analysis of the YIR’s contours, estimating locations of potential sediment pollution on the reservation. All of these findings were presented to the Tribal Council, and were used to develop a public awareness initiative on environmental hazard risk reduction. For this campaign, an informational booklet was mailed to over 400 tribal households and six pamphlets on wide-ranging community environmental concerns were placed at all tribal facilities.

Phase three, completed during a six-month no-cost extension period at the end of the project, was to create a plan, utilizing data gathered from the project, to inform the development of a Tribal Environmental Protection Act (TEPA). To accomplish this, YTEP staff researched TEPAs of many other tribes, consulted with the Yurok Tribal Legal Department, learned how to develop TEPAs and less extensive environmental regulatory frameworks, and began sharing research with staff in various tribal offices.

OUTCOMES AND COMMUNITY IMPACT

YTEP environmental specialist Joe Hostler stated, “The project has given the tribe - the community, council members, and our department - a much better handle on what our real environmental problems are, instead of anecdotal information or speculation. The project has also heightened community awareness, helping give people and tribal leaders new ways of thinking about the environment, pollution, and environmental stewardship.” According to the project director, this enhanced awareness, along with the tribal government’s commitment to protecting tribal lands and the YTEP team’s expanded capacity to gather, store, and analyze field data, bodes well for the Yurok Tribe’s long-term capacity to protect the environment on the Yurok Reservation.

MICRONESIAN BUSINESS ASSOCIATION



Project Title:	Na Metgot I Familia (Make the Family Strong)
Award Amount:	\$137,486
Type of Grant:	Social and Economic Development Strategies – Family Preservation
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 3 Native American consultants hired
- 7 elders involved
- 3 youth involved
- \$6,267 in resources leveraged
- 4 individuals trained
- 11 partnerships formed

BACKGROUND

The Micronesian Business Association (MBA) is a 501(c)(3) faith-based organization incorporated in 1997. The organization's purpose is to provide charitable, educational, and recreational programs for the benefit of communities in Guam. During the last decade, the MBA has served communities through employment and training programs, youth programs, and entrepreneurial counseling. The MBA has sponsored youth sports clinics, hosted music and performing arts events for youth, and built a children's playground in the village of Tamuning.

PURPOSE AND OBJECTIVES

In February 2009, MBA project planners interviewed a small number of randomly-selected community members to determine if people on the island would be receptive to a healthy marriage community education project. Upon receiving positive feedback, the group developed a project incorporating Chamorro values of "inafa'maolek" (interdependence) and "ayuda familia" (help the family), stressing the importance of healthy marriages in creating stronger island communities.

The project's first objective was to research community needs relating to marriage and family preservation, and to determine how to reach out to the community to meet these needs. The project team began by designing a comprehensive, 60-question survey allowing community members to compare ideal qualities of a relationship with the qualities present in their own marriages. The project team felt that analyzing the gap between desired and real qualities would shed light on what was working and not working in contemporary Chamorro marriages. After creating the survey, project staff, with volunteer help, interviewed 300

community members of all ages, mostly at community events and night markets. Next, staff conducted one-on-one interviews with 23 couples to gain more insight on how to strengthen and sustain marriages. With this data, they assembled a detailed report, which was used to shape the curriculum and activities later integrated into the project. In addition to surveying the community and summarizing findings, the team formed an outreach strategy. With this strategy, the team identified and partnered with 11 community organizations, each capable of providing unique services and resources for future project implementation.

The project's second objective was to develop curricula and strategies for future implementation. To develop curricula, project staff first reviewed existing healthy marriage curricula, including PAIRS, WAIT Training, and Smart Marriages, for their ease of use, ability to engage learners, and community appropriateness. The project team selected the nine-hour PAIRS Essentials curriculum as the project's main curriculum because it was considered less intimidating and more engaging than other curricula. Staff opted not to modify the text of the curriculum, instead choosing to make cultural adjustments in how the text was delivered. After selecting this curriculum, the project director took a PAIRS trainer certification course, received certification, and trained two project staff members and a community volunteer. Later in the project period, the project director received training in the Pick a Partner and Prepare/Enrich curricula. To add local flavor and make the curricula more culturally-appropriate, project staff worked with a multimedia technician, the Guam Department of Youth Affairs, and the Guam Archdiocese to create DVD interview vignettes and supplemental materials.

To supplement the PAIRS curriculum, the project team also published a six-hour

curriculum which they called "Love and Respect," with a teachers' manual, workbook, and PowerPoint presentation. This curriculum provided many exercises designed to foster better communication among couples. In the last half of the project's cycle, project staff piloted the PAIRS curriculum and supplemental materials, training 39 participants in three sessions and asking them to evaluate the usefulness of the curriculum. Through these evaluations and feedback from 14 additional focus group participants, the project team developed a final curriculum, which included nine hours of PAIRS Essentials training, six hours of Love and Respect training, and supplemental training utilizing Prepare/Enrich materials.

OUTCOMES AND COMMUNITY IMPACT

The community survey and ensuing report produced by the MBA project team shed significant light on what is happening in modern Chamorro marriages and on what can be done to address the challenges Chamorro couples face. The curriculum developed by the MBA team, deemed highly effective by pilot test participants, adeptly focuses on strengthening marriages and families. If implemented throughout Guam, the curriculum could provide many Chamorro couples with valuable tools to improve their relationships, helping them become better spouses and parents. According to the project director, the project has sparked a growing dialogue within the community, "Local leaders and community members are starting to understand community problems in new ways, and discovering that many problems stem from issues occurring within families." The MBA already has received referrals from two local government social service agencies, and the MBA team is committed to working with project partners and community members to continue offering this healthy relationships curriculum.

PA’A TAOTAO TANO’



Project Title:	Chamorro Language Assessment Survey (CLAS) Project
Award Amount:	\$97,399
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 150 youth involved
- \$34,500 in resources leveraged
- 6 individuals trained
- 22 partnerships formed
- 1 language survey developed
- 6,542 language surveys completed

BACKGROUND

Founded in 2001, Pa’a Taotao Tano’ is a nonprofit organization whose mission is to preserve, promote, and perpetuate the cultural traditions of the indigenous people of Guam and the Northern Mariana Islands. Guam is the largest of 15 islands that make up the Mariana Islands chain, and has a population of 154,805, according to the 2000 Census. The Chamorro, the indigenous people of the Mariana Islands, are the largest ethnic group in Guam, with 65,243 people, or 42 percent of the population. Prior to this project, there were no known statistics on the number of Chamorro people who spoke and practiced the Chamorro language on a daily basis.

PURPOSE AND OBJECTIVES

The purpose of the project was to assess the status of the Chamorro language in Guam and to assist the Chamorro community in developing and implementing a strategic plan to preserve and perpetuate the language.

The project’s first objective, to be completed within three months, was to develop a language assessment survey. To do this, Pa’a Taotao Tano staff worked with a professor from the University of Guam’s School of Business and Public Administration to assemble a 10-question survey. Questions were designed to provide insight on the extent to which people of different age groups, genders, and geographic locales could understand, speak, read, and write the language. Other questions were developed to shed light on language use patterns and on community attitudes about the language, attempting to uncover where people used the Chamorro language, how frequently they interacted with fluent speakers, and how important they felt language knowledge was in retaining their Chamorro social identity.

Objective two was to conduct the Chamorro Language Assessment Survey (CLAS),

collecting completed surveys from at least 10 percent (6,524 people) of the Chamorro population of Guam. To accomplish this, the project director and coordinator hired and trained five project assistants and conducted a media campaign through radio and newspapers ads. Then, over a six-month period, the coordinator and project assistants surveyed people in all 19 Guam villages, carefully ensuring that 10 percent of each village’s population was surveyed. Project assistants and the project coordinator conducted door-to-door surveys in the villages and surveyed the community at island festivals, cultural events, flea markets, concerts, and night markets. The team set up booths at the Chamorro Lunar Festival, Gef Pago’s Dinana Minagof, the Marianas Home Grown Concert, Talofof’s Banana Festival, the Dededo Flea Market, and many other events. During the survey period, the assessment team collected 6,542 surveys, exceeding the project goal by 18. As surveys were completed, the project director kept an ongoing tally of results, continuously updating the database. Utilizing partnerships with Guam’s 19 village mayors and with island event and festival coordinators, the project team was able to learn the whereabouts of various events and activities in advance and gain an understanding of where people commonly congregate, allowing a more efficient and effective survey collection process.

The third objective was to analyze survey data and produce a report on the status of the Chamorro language in Guam for distribution to key stakeholders. To accomplish this, project staff, with expert assistance from a Chamorro information technology professional, aggregated the data and developed project charts and graphs. With guidance from the University of Guam professor who helped design the survey, the project team analyzed the data and prepared the report. The report was shared with all 19

village mayors, the island’s academic and teaching community, and other groups interested in preserving and perpetuating the language. The team presented the report at Barrigada Community Center in September of 2010, and the event received significant coverage from all of Guam’s newspapers and from one of the island’s TV stations.

OUTCOMES AND COMMUNITY IMPACT

During six months of gathering survey data, Pa’a Taotao Tano’s CLAS project team had the opportunity to meet with one-tenth of Guam’s indigenous population, an enormous number of people, and discuss the status of the Chamorro language. These efforts helped fuel an island-wide dialogue on the cultural and social significance of the Chamorro language. According to the survey team, community members expressed strong pride and happiness that a Chamorro language survey was being done, hoping that such efforts would contribute to saving the language.

The Pa’a Taotao Tano’ project team completed the first known survey on the status of the Chamorro language in Guam, providing the community with a greater understanding of how, where, and the extent to which the language is currently used. While only 43 percent of respondents were able to write the language “very well” or “well enough to communicate,” 75 percent and 68 percent respectively were able to understand or speak Chamorro at or above these levels. Ninety-five percent of survey respondents felt that “an important part of being Chamorro is knowing the language,” while only one percent disagreed. The project team shared these and other findings with government officials, the academic community, and the community-at-large, providing information they hope will assist the island’s political, academic, and cultural leaders in developing strategies to preserve and perpetuate the Chamorro language.

PASIFIKA FOUNDATION HAWAII, INC.



Project Title:	Community-Based Host/ Visitor Project: Phase III: Host Template and Visitor Curriculum Development
Award Amount:	\$389,444
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 6 businesses created
- 5 Native Hawaiian consultants hired
- 86 elders involved
- 90 youth involved
- \$58,261 in resources leveraged
- 9 individuals trained
- 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. However, social and economic indicators show the Maoli (Native Hawaiian) community has derived minimal social and economic benefit from tourism.

Since 2005, Pasifika Foundation Hawaii (PFH) has worked to redress this situation

by providing Native Hawaiians greater access to, participation in, and community control over, a portion of the tourism industry. From 2005-2006, PFH worked with Maoli community representatives and the Hawaii Tourism Authority (HTA) to establish a strategic model known as the Community-Based Host-Visitor (CBHV) model, which sought to provide a sustainable platform for host/visitor experiences, focusing on sharing cultural information, building relationships, and increasing the well-being of community hosts. From 2006-2008, PFH received ANA funding to complete CBHV Phase II, which included a community asset survey, geographical information systems (GIS) mapping, and nexus assessment of hosts and sites to determine which sites had a strong enough presence of Maoli place and culture to offer a meaningful experience and exchange for both host and visitor.

PURPOSE AND OBJECTIVES

The purpose of this project was to build on the first two phases of the CBHV project, producing an operational model giving communities greater control of the host/

visitor experience. The three components of the model were: a governance template for hosts, a curriculum for visitors, and a web-based interface through which hosts and visitors could interact. The project's first objective was to conduct 15 community meetings leading to the development of a governance template and curriculum. Using CBHV Phase II findings, PFH contacted leaders in 15 particular communities, asking them if they would be willing to arrange meetings and inform community members. Fifteen meetings, throughout the five islands, were held between November 2008 and July 2009, attracting 509 people. According to Ramsey Taum, the PFH's Board President, "At each meeting, we were careful how we articulated the project; we wanted to be invited by the communities, acknowledge their protocols, and let them define themselves, to chart their own paths." Certain topics dominated the discussions, especially Maoli frustration about the tourist industry status quo, and the need to gain more control of how visitors engage the host culture. The meetings raised significant interest; 18 groups applied to become pilot projects.

Objective two was to formulate a template, curriculum, and web interface, ready for testing, by the end of year one. To do this, the project team selected six projects to participate in the test phase: the Waipa Foundation, the Kawaiokalehua Foundation, Ho'oulu Lahui, the Papakolea Community Development Corporation, the Ko'olaupoko Hawaiian Civic Club, and Kipahulo 'Ohana. In consultation with the test groups, PFH developed template and curriculum elements common to all of the pilot projects, and assisted each project with elements specific to its own curriculum. PFH's IT team then met with test community partners to devise ways to present the curricula on the website, describing the place, people, stories, and protocols for each host site.

The third objective was to test the model on hosts and visitors, and to develop the final template, curriculum, and website using findings and evaluations of the testing period. Project staff held stakeholder meetings, launched a web interface beta test in November 2009, and gathered feedback from users and host communities over the next six months. From this feedback, they made improvements to the model.

OUTCOMES AND COMMUNITY IMPACT

The governance template created through the project gives host communities a tool by which they can better share knowledge and information, accommodate guests, preserve their sites, evaluate guest/host experiences, and keep financial and other records. The curricula give visitors a sense of where they are going, why they are going there, and what the appropriate protocols are for their visits. The website, at www.kawelina.net, provides a meeting place for Maoli host communities and potential visitors, allowing hosts to share their culture in a way that team members believe will perpetuate Maoli traditions, strengthen communities, protect sacred sites, and facilitate real connections with people from around the world. Together, the web interface, template, and curricula help lay the groundwork for Maoli host communities to take control of how visitors engage with them, and educate visitors on why this is important and how it can be accomplished.

Ana Curie, PFH's Executive Director, iterated, "This process has been one of healing for many people in the communities we visited. Time and time again, people at community meetings told us, 'nobody has ever bothered to ask us' when defining the specifics of the host/visitor relationship. The meetings gave community members a new lens through which to see themselves in the role as the true hosts of Hawaii."

TE TAKI-TOKELAU COMMUNITY TRAINING AND DEVELOPMENT, INC.


Project Title:	Tamoko-Tokelau Language Planning Project
Award Amount:	\$142,756
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 2 Native American consultants hired
- 130 elders involved
- 278 youth involved
- \$59,725 in resources leveraged
- 12 individuals trained
- 13 partnerships formed
- 9 language teachers trained
- 260 native language classes held
- 30 youth increased their ability to speak a native language
- 27 adults increased their ability to speak a native language

BACKGROUND

Annexed and divided by the United States and New Zealand in the 1920s, the four islands of Tokelau are located over 300 miles north of American Samoa. In the 1950s, half the native population of Tokelau was resettled involuntarily to American Samoa, where they faced harsh political, social, and economic conditions. To escape these conditions, many migrated to Oahu in the late 1950s. The Tokelauan community

of Hawaii, now with over 500 people and in its fifth generation, is descended from these immigrants. About half of this community lives in the town of Wahiawa.

Te Taki-Tokelau Community Training and Development, Inc. (Te Taki) is a nonprofit organization seeking “to perpetuate the language and culture of Tokelau, and to improve the economic and social welfare of Tokelau people living in the United States.” Te Taki carries out many cultural activities through its Lumanaki School, providing language and cultural teaching to youth and other community members. In 2005, Te Taki received ANA funding for a language assessment, surveying 439 community members - over 80 percent of the community - on language competence, usage, and attitude. From this survey, Te Taki learned that 35 individuals spoke the language fluently, 13 spoke the language “very well,” and 345 respondents (78.65 percent) spoke at the two lowest proficiency levels.

PURPOSE AND OBJECTIVES

The purpose of the project was to begin revitalizing the Tokelauan language by developing language resources and conducting teacher training. Objective one was to develop a culturally-based

curriculum, the Tamoko Tokelau Language Educational Series, comprised of teachers' guides, student language workbooks, and parents' guides. To determine the best approach for developing a curriculum, project staff held weekly meetings with a University of Hawaii linguist during the first quarter. Then, along with a language committee comprised of community elders, the team held three brainstorming sessions, producing a list of culturally-relevant, age-appropriate lesson modules. Working with nine community teachers, they developed draft versions of teachers' guides, student workbooks, and parents' guides, and created educational materials. Also, they digitized a Tokelauan dictionary first printed in 1959, placed it on Te Taki's website, and began to make it interactive and useful, with images, sound bites, and video clips.

Objective two was to provide Lumanaki School teachers, all volunteers without formal training, with staff development training, to build their capacity in lesson planning, instructional strategies, and curriculum development. In the project's first month, the project director and seven teachers met with consultants from a respected educational services company to assess the teachers' needs. Together, they planned 12 six-hour sessions, one per month, for the teachers. Topics included: instructional strategies; interactive tasks; multiple intelligences and assessment; how to build curriculum through the use of themes, goals, and objectives; developing themes, goals and objectives for grades K-6, 7-12, and adult learners; and creating units and material for K-12 students. Nine teachers completed the training, gaining useful knowledge, skills, and abilities for use in the classroom.

Also part of objective two was a cultural immersion trip to Tokelau for three students, selected through a competitive process, and five adults, including three teachers. The

purpose of the trip was to build relationships with the Tokelauan community in Polynesia, facilitate a greater understanding and appreciation of the language and culture, and collect resources to be used in the development of the online dictionary and curricula. The group spent two weeks in Tokelau, learning about the life ways, culture, and environment, and bringing back myriad resources, including 12,000 photographs for use in the dictionary.

Objective three was to review, edit, print hard copies, and electronically publish the Tamoko Tokelau Language Education Series. At project's end, these activities were not complete yet. The project team estimated that these activities and the electronic publishing of the curriculum and Tokelauan dictionary would be completed in early 2011.

PURPOSE AND OBJECTIVES

The Lumanaki School's nine teachers used their enhanced teaching skills and new teaching materials to teach 260 culturally-based language classes, increasing the language ability of 30 youth and 27 adults in the community. According to Betty Ickes, Te Taki's Executive Director, the trip to Tokelau, and the stories brought back, also made an impact, truly capturing the imagination of the community, particularly youth, "This program has made a big impression on our kids. Hearing from the kids who traveled to Tokelau talking about the trip and using slang ... has made the culture more real, something they can touch and feel. There are new trends in our community - more social networking, more art, and more expression of culture. And many people in community speak the language better - we are using it more in the home, with our kids. Within the community, our level of comfort and understanding of language and culture is improving."

PASSAMAQUODDY TRIBE



Project Title:	Passamaquoddy Language Revitalization Planning
Award Amount:	\$73,329
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 40 elders involved
- \$5,410 in resources leveraged
- 60 individuals trained
- 10 partnerships formed

BACKGROUND

The Passamaquoddy Tribe of eastern Maine has the distinction of being the easternmost Native American tribe in the United States. The two largest clusters of Passamaquoddy are on the Pleasant Point Indian Reservation, with 850 people, and the reservation at Indian Township, with about 800 people. The off-reservation population is 1,650, giving the tribe a total population of 3,300.

The Passamaquoddy suffer from high levels of unemployment, poverty, and limited access to educational opportunities. Many also have suffered from a decline in cultural knowledge and awareness, particularly in their ability to speak the Passamaquoddy (or Passamaquoddy-Maliseet) language. This language, of the Algonquian language family, is noted for its complex sounds, “animate” versus “inanimate” nouns, “obviate” system for identifying a person, and its “sentence-words” of encoding as

much meaning as possible into a single word. Retaining and using this language, tribal leaders believe, is a key element of keeping the Passamaquoddy culture intact.

The 2008 Tribal Language Survey found there were only 300 fluent Passamaquoddy speakers and 300 who are partial speakers. Project staff found that of those assessed, individuals 60 years old and over comprehended 90 percent of the assessment content, while those aged 30 to 50 comprehended only 30 percent of the assessment content. This comprehension level dropped to under 12 percent for individuals under the age of 20.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop a strategic plan to revitalize the Passamaquoddy language, focusing primarily on tribal language learners between the ages of 30 and 50. Without quick action, tribal leaders recognized, there would be a marked decrease in the number of tribal members who could speak the language, particularly among elders and young people. The 30 to 50 year olds were selected as the target population because they were raised in an environment where the language was spoken, and because they were the best candidates to teach the

language to children in the tribe. The project sought to accomplish this goal by identifying effective native language instructional strategies and developing a curriculum to implement across the Passamaquoddy community.

The first objective was to develop a culturally-relevant curriculum for beginner Passamaquoddy speakers between the ages of 30 and 50, with an accompanying teacher's guide. To accomplish this, project staff met with community elders and conducted home visits to gain information on the fluency level of 100 percent of the 1,650 Passamaquoddy residents. Results from the survey revealed that the target community was in need of a beginner-level curriculum.

Additionally, project staff researched promising curriculum techniques in other Native American communities, including a Micmac community in Canada and a former ANA language grant recipient, the Penobscot Indian Nation in Maine. Project staff developed a detailed language community teaching protocol and curriculum based on the best-practices they learned about from these communities. The curriculum, focusing on Passamaquoddy vocabulary lessons, originally was designed with the target audience of 30 to 50 year olds in mind; however, as the project progressed, project staff recognized that the curriculum could be used with any beginner speaker, regardless of the age group.

The second objective was to compile sound files based on the tribal dictionary (an 18,000-word Passamaquoddy language dictionary published in 2008), recording words beginning with the letters A - E. Project staff identified three elder speakers in the community and worked with an audio crew to produce oral recordings. The recordings and written samples were inventoried and cataloged, and the

recordings were added to an interactive web-based language portal. The portal holds over 300 sound files, each an hour long, with recordings dating back to the 19th century. Through this web-based format open to the public, users can learn about the meaning of vocabulary words, their pronunciation, and their use in context. Users also can record their own pronunciation of a word and post it on the website, as the portal is an interactive, continually evolving platform. To complete the second objective, project staff also developed a language revitalization action plan to outline future steps in language preservation and outreach.

OUTCOMES AND COMMUNITY IMPACT

The Passamaquoddy Tribe now has a set of teaching methods for language acquisition, including a language revitalization action plan and a language curriculum. In addition, the tribe also possesses a Passamaquoddy teacher's guide with proven instructional strategies utilized by other tribes. Teachers already have begun implementing this curriculum in local classrooms. To complement language instruction and language learning by the public, the tribe has a self-directed web-language portal serving as a teaching method and a tool for language preservation. Furthermore, the tribe has accurate, complete documentation on the fluency levels and usage patterns of speakers in the target community. Propelling the tribe's language preservation efforts forward, a resolution was passed during the project period declaring Passamaquoddy as the tribe's official language. Equipped with interactive learning materials and the support of the tribe, future and present Passamaquoddy learners have gained significant benefits from this project.

ACCOHANNOCK INDIAN TRIBE, INC.



Project Title:	Bending Water Park: An Authentic Living Village
Award Amount:	\$740,102
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 11 jobs created
- 6 businesses created
- 12 elders involved
- 42 youth involved
- \$2,130 in revenue generated
- \$102,000 in resources leveraged
- 2 individuals trained
- 16 partnerships formed

BACKGROUND

The Accohannock Tribe is an 80-member non-federally recognized tribe located in Marion, Maryland, a rural town in Somerset County. Because the tribe is not federally recognized, it is currently organized as a 501(c)(3) nonprofit entity. The tribe’s mission is to preserve and promote Accohannock history, traditions, and culture; foster sound education, health, social, and economic well-being for tribal members; and achieve self-sufficiency and self-determination.

Tribal administrators have identified rural poverty as the biggest challenge currently facing the tribe. In the region’s economic

environment, only a few tribal members are able to continue the traditional occupations of their ancestors. Most tribal members are 50 years or older, and work in small family businesses or local minimum-wage jobs. In addition to poverty, tribal members face challenges including unemployment, substance abuse, family violence, lack of education and job skills, health and medical problems, and lack of affordable child care.

PURPOSE AND OBJECTIVES

The purpose of the project was to create Bending Water Park, a 33-acre authentic living village to preserve and educate tribal families and the public on the history, traditions, and culture of the Accohannock tribe while providing self-sustaining economic opportunities for tribal members. The project’s first objective was to open the park, including a restaurant, museum, gift shop, 12 demonstration sites of Indian craft making, 25 tent camp sites, five RV camp sites, and an Indian water trail to support canoeing. The park, to be open on a daily basis, would be sustained through revenue from admissions, food sales, camping, canoe and paddle boat rentals, and gift shop proceeds. Unfortunately, the project was beset by challenges from the outset. Prior to

the project, tribal leaders had discussed with county administrators receiving a \$1 million U.S. Department of Housing and Urban Development Community Development Block Grant (CDBG) to construct the park's main building, a 12,000 square foot visitor center intended to house the restaurant, museum, classrooms, and gift shop. Early in the project period, however, a new group of county leaders was elected, who obligated the funding for other uses. Meanwhile, county planning and zoning officials declined to issue land use permits for the park due to environmental concerns about how the park would affect surrounding wetlands. This further hindered site development and rendered \$200,000 in state construction matching funds inaccessible.

While working to gain support for the project from the newly elected county leaders, the team continued with project activities. The team set up an outdoor pavilion and operated temporary facilities including a mobile kitchen, small museum, gift shop, nine round houses, and 15 rough tent camping sites. The team also developed a scaled-down events calendar, an entry fee schedule, and many of the park's operating, maintenance, and financial management procedures. In May 2009, at the park's grand opening, a small group of community and tribal members camped, canoed on park water trails, and enjoyed performances by guest vocalists, drummers, and dancers. However, most were dissatisfied that the visitor center, the park's centerpiece, yet was to be constructed.

The project's second objective was to attract visitors, an average of 150 per day during warm weather months and 50 per day during winter months. To do this, project staff and consultants created promotional brochures and a website, and communicated with a local tour bus company to discuss bringing daily visitors on tours from Ocean City.

However, the tour bus company declined to schedule tours until the tribe constructed a permanent dining facility at the park.

Objective three was to hire 50 employees and provide a venue for 10 microenterprises, with 75 percent of new employees and entrepreneurs improving their standard of living. The project team hired and trained 11 staff, including administrative and gift shop staff, a park superintendent, a groundskeeper, and security guards. Six microenterprises were created, including a canoe, paddle boat, and kayak rental business, two hand-crafted jewelry businesses, an oyster sandwich shop, an arts and crafts business, and a tent and RV camping business. Though none of the businesses earned enough to serve as the sole source of income for their proprietors, each business reported a steady increase in volume and income over the two project years.

OUTCOMES AND COMMUNITY IMPACT

The tribe has used Bending Water Park to host small music and entertainment events, a cultural arts festival, weekly swap meets, and other activities bringing tribal and community members together and allowing small park businesses to generate needed income. The park also has attracted outdoor groups, including bicycle and canoe clubs, Boy Scouts, and youth groups.

By project's end, however, there were no permanent facilities at the park, park attendance and revenues were short of expectations, and there was no funding readily available for the construction of the welcome center. Nonetheless, tribal leaders continue to work with local officials to overcome these obstacles, and continue to look for ways to fund the welcome center. Chief Rudy Hall stated, "It might take longer than we'd thought, but we are going to finish what we started here."

WAMPANOAG TRIBE OF GAY HEAD (AQUINNAH)



Project Title:	Wampanoag Land Use Master Plan Project
Award Amount:	\$114,339
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- \$50,000 in leveraged resources
- 2 partnerships formed

BACKGROUND

Aquinnah (formerly known as Gay Head) is a small town on the island of Martha’s Vineyard located six miles off the Massachusetts coastline. Aquinnah in particular and Martha’s Vineyard in general are home to a sizable fraction of the Wampanoag Tribe. Of the 1,104 enrolled tribal members, 302 live on Martha’s Vineyard, with 125 in Aquinnah where the tribe’s reservation is located. Another 400 tribal members live on the Massachusetts mainland. In recent decades, many Wampanoag have moved away from Aquinnah to seek better employment opportunities. Tribal members still residing there live in relative isolation, experiencing a lower level of community cohesion than previous generations of Wampanoag.

Until recently, there was little outside interest in the land around Aquinnah, owing to the poor agricultural potential of the soil. Recently, however, this condition has changed dramatically with the influx of non-

tribal, part-time and full-time residents. Real estate values have skyrocketed, often beyond the ability of Wampanoag members to pay property taxes. This has hindered efforts by the tribe to purchase more of its ancestral land in and around Aquinnah.

In 2005, the Tribal Council adopted a strategic plan (TCSP), to revitalize Wampanoag culture and history through the exercise of inherent sovereign powers, and promote self-sufficiency via viable economic development ventures and the active involvement of all tribal members. To reach these goals, the TCSP identified land use, resource accessibility, and land purchase issues as key matters to address. The Tribal Council sought to tackle these issues and respond to new realities, particularly those related to zoning and preservation of open spaces, through a new Land Use Master Plan (LUMP).

PURPOSE AND OBJECTIVES

The purpose of this project was to enable the Wampanoag tribal government to expand its capacity to govern and manage its ancestral homelands and resources for the benefit of future generations.

The key objectives of the project were: 1) updating the 1993 Aquinnah Wampanoag

Land Use Master Plan (LUMP); 2) conducting a land needs assessment survey of the Wampanoag general membership; 3) providing Geographic Information Systems (GIS) training for tribal personnel; and 4) creating policies for land acquisition in line with the 2005 Tribal Council strategic plan.

In the first year of the grant, the project team encountered a major challenge, struggling to find a consultant to begin project activities. Because the project called for the consultant to carry out the objectives, the project got off to a very late start. Project leaders made the decision to request a no-cost extension from ANA to accomplish the first year’s objectives, and return the funding for the second year. This request was granted.

To accomplish the first objective, the tribal administration staff advertised for and hired a lead consultant and project coordinator, who began accumulating and organizing data on land ownership in Aquinnah and information from the tribe’s previous strategic planning endeavors. Next, the team formed a LUMP Task Force (LUMPTF); hosted a meeting involving LUMPTF and the tribal council; and held a general kick-off meeting open to all tribal members to discuss land acquisition strategies, the land use survey planned for objective two, and other project-specific issues.

For objective two, the project team devised a land needs assessment survey, asking tribal members for their opinions and feedback on land use, natural resources, housing, development, and quality of life issues in Aquinnah. The team then mailed the survey to all tribal reservation households in Aquinnah and approximately 30 tribal members, or 20 percent of tribal members there, responded. Analyzing the survey responses, the project team learned much about community thoughts and attitudes on

land use, resource accessibility, and land purchase issues.

Project staff did not submit any reports to ANA beyond the second quarter of year two. Therefore, ANA is not able to determine if the project team was able to complete objective three, which was to provide GIS training for tribal personnel. Because these reports were not submitted, ANA also is unable to determine whether the LUMP Task Force completed the updated Land Use Master Plan (objective one), and whether the project team was able to analyze the results of surveys collected (objective two).

OUTCOMES AND COMMUNITY IMPACT

A database of land ownership in Aquinnah is being created with information from assessors and deeds registries catalogued. GIS overlays also are being created but ownership information has not been entered fully.

The project has resulted in the formation of two new partnerships, the Martha’s Vineyard Commission (MVC) and the Town of Aquinnah. The MVC and Wampanoag Tribe have agreed to share information and resources. In addition, officials from the Aquinnah town government have met with the tribe, and the town assessor has provided maps and other information to assist in this project. The town has indicated a willingness to help provide further information as needed.

With these partnerships in place, the tribe has established a valuable network which will sustain any continuation of the tribe’s future efforts in developing the Land Use Master Plan.

INTER-TRIBAL COUNCIL OF MICHIGAN, INC.



Project Title:	Improving Access to and Coordination of Healthy Start Services to Safeguard the Health and Well-Being of Michigan's Native Families
Award Amount:	\$277,381
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 1 Native American consultant hired
- 15 elders involved
- 25 youth involved
- 16 individuals trained
- 80 partnerships formed

BACKGROUND

Infant mortality rates are two to three times higher in Native American populations than in white populations in the U.S., even when controlling for income and education level. The reasons for this disparity are complex; however, lack of access to systems of care for pregnant and parenting Native American women and families is commonly regarded as a driving factor. Like their counterparts elsewhere, many women and families in Michigan's Maaajtaag Mnobmaadzid communities lack access to prenatal and postnatal care that is affordable, available, and culturally appropriate.

The Inter-Tribal Council of Michigan, Inc. (ITCM) is a consortium of Michigan's federally recognized Native American tribes. The agency's mission is to act as a forum for member tribes; to advocate for member tribes in the development of programs and policies that improve the economy, education, and quality of life for Michigan's Native Americans; and to assist in the development of tribal regulations, ordinances, and policies applicable to health and human services.

PURPOSE AND OBJECTIVES

The purpose of this project was twofold: to improve the health of Native American infants and young mothers in the Keweenaw Bay, Lac View Desert, Little Traverse Bay, and Saginaw Chippewa tribes (four of the eight Maaajtaag Mnobmaadzid communities), and to increase program evaluation capacity among the tribes and their Healthy Start staff. The first project objective was for program staff to increase Native American families' access to and coordination of

perinatal health services provided by the U.S. Maternal and Child Health Bureau's Healthy Start program. In order to achieve this goal, project staff hired a team of four Community Health Representatives (CHRs) to provide additional support to Healthy Start nurses, ensure that comprehensive follow-up services were available to families after childbirth, and facilitate reception of immunizations and well-baby exams on the recommended schedule. CHRs from all eight Maaajtaag Mnobmaadzid communities completed trainings administered by the Indian Health Service (IHS) to promote cultural competency and enhance their skills and knowledge base. Additionally, CHRs and nurses conducted community outreach activities to increase awareness and utilization of Healthy Start services.

The second project objective was for the ITCM to increase organizational capacity to evaluate the Healthy Start CHR service delivery model. To achieve this objective, the Michigan Public Health Institute (MPHI) provided training and technical assistance to project staff from all ITCM Healthy Start programs in program evaluation methodologies, data collection tools, standardized interviewing, data analysis, and database development and management. Pre- and post-tests demonstrated a marked improvement in staff members' knowledge of these evaluation concepts.

The final objective was for ITCM to begin conducting a process evaluation as well as an outcome evaluation of the Healthy Start service delivery model in the native context. Project staff members conducted both evaluations in a timely manner. The process evaluation documented and analyzed the early development and actual implementation of the program, assessing the extent to which services were provided as planned. The outcome evaluation determined how effective the program was in achieving its stated goals in increasing

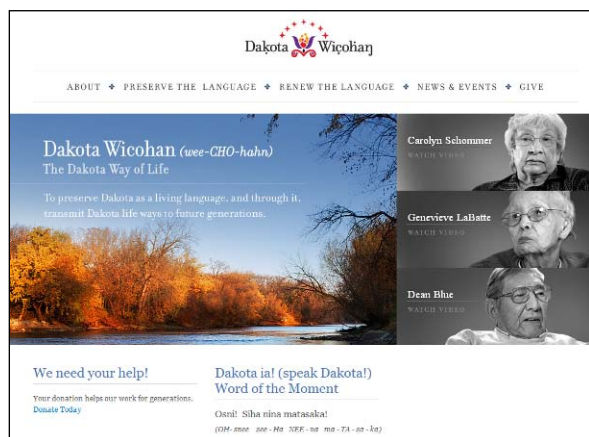
Healthy Start enrollment, lowering the infant mortality rate, and improving perinatal health in these communities. Project staff conducted the outcome evaluation of Healthy Start in these communities by compiling and reviewing existing program data of 1,403 Healthy Start participants since 2001. Project researchers worked with the State of Michigan Vital Records Office in comparing program data to state birth/death records and in examining participant and comparison groups regarding key risk factors, use of maternity services, and birth-related outcomes.

OUTCOMES AND COMMUNITY IMPACT

By the end of the project year, ITCM staff was successful in achieving a 10 percent increase in Healthy Start enrollment figures among the four tribes that were served. CHRs completed IHS trainings, provided outreach services, and supported Healthy Start nurses in the provision of care. This resulted in an increase in the number of families receiving perinatal health services, improved timeliness of infant follow-up assessments at pre-determined intervals, and a greater proportion of children receiving immunizations and well-baby exams.

ITCM staff increased their capacity to evaluate the Healthy Start service delivery model, as evidenced by their successful completion of process and outcome evaluations. Although the sample size was small, the outcome evaluation suggests that the Healthy Start program had a significant positive impact on perinatal health in the Maaajtaag Mnobmaadzid communities: among the group receiving services, the infant mortality rate was 7 per 100,000, compared to 12 per 100,000 in the comparison group.

DAKOTA WICOHAN



Project Title:	Protecting Our Language
Award Amount:	\$62,135
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 4 Native American consultants hired
- 25 elders involved
- 11 youth involved
- \$80,000 in resources leveraged
- 3 individuals trained
- 19 partnerships formed
- 38 youth increased their ability to speak a native language
- 11 adults increased their ability to speak a native language

BACKGROUND

Dakota Wicohan is a native nonprofit, located in Minnesota, with a mission to preserve the language and lifestyles of the Dakota people. The language, historically known as Sioux, has three different dialects: the Lakota, the Western Dakota (or the Nakota), and the Eastern Dakota. The Eastern Dakota dialect is spoken by the Dakota bands indigenous to the Minnesota region: the Mdewakanton, the Wahpekute, the Sisseton, and the Wahpeton. Dakota

Wicohan works to preserve the Eastern Dakota dialect.

At the time of application submission, there were 11 living first language speakers of Eastern Dakota in Minnesota. Dakota Wicohan has worked since 2001 to preserve the language through a master/apprentice language teacher program, family language nests, and networking and partnering with others working on language preservation.

PURPOSE AND OBJECTIVES

The purpose of this project was to protect the Eastern Dakota dialect of the Dakota language by recording, transcribing, and archiving video of the 11 remaining elder speakers speaking the language.

The first objective of the project was to interview and record 100 percent of the remaining Dakota speakers. During the course of the project period, three of the speakers were not willing to participate in the recording; consequently eight of the original eleven speakers were interviewed and recorded during this project. The project staff interviewed and recorded an additional 11 elders from the Dakota communities, and though these elders were not fluent speakers, they provided information on the language history and

reasons for the loss of their language. The project staff recorded 23 hours of footage during this project, including interviews of first generation speakers who lost their fluency with second generation speakers, Dakota conversations between elders, and conversations between elders and learners of the language. Some of the recordings can be viewed on the Dakota Wicohan website: www.dakotawicohan.com.

The second objective was to transcribe the recordings of the elder speakers. To accomplish this objective, the project director and project coordinator were trained in transcription techniques from the University of Minnesota Dakota Language Department. Additional training was provided by the Minnesota Historical Society. The project staff had a lengthy discussion about whether the transcription should be word for word or whether it should be a paraphrased version of the interview. Working with elders and the University of Minnesota and the Minnesota Historical Society, project staff decided to transcribe a paraphrased version of the interview rather than a verbatim transcription.

The third objective was to archive 100 percent of the original recordings. The University of Minnesota and the Minnesota Historical Society provided training for the interviewing, recording, transcribing, storage, and duplication of the recorded material. Based on the training, project staff decided to archive two different versions of the project; an edited version would be provided to external sources, and Dakota Wicohan would maintain the original copies. Dakota Wicohan archived the footage in accordance with oral history standards learned from the University of Minnesota

and Minnesota Historical Society, such as abiding by the legal procedures for release and use of information.

OUTCOMES AND COMMUNITY IMPACT

Through this project, Dakota Wicohan was able to preserve audio and video recordings of the last living first language speakers of the Eastern Dakota dialect. At the end of the project period, only seven of the 11 last speakers were still alive, demonstrating the urgency of the preservation efforts. While the original intent of the project was to record, transcribe, and archive interviews with the Eastern Dakota speakers, in the course of recording and speaking with the elders about their language and language loss, project staff gathered enough information to create a documentary DVD to tell the history of the language. Dakota Wicohan received financial support from the Minnesota Historical Society to complete an editing plan and thematic cataloguing of the recordings for the historical DVD. The cataloguing will allow viewers to learn about the life ways, traditional thought and decision making of the Eastern Dakota speaking people.

Once the documentary is completed, Dakota Wicohan plans to distribute the DVD to the Eastern Dakota communities and the University of Minnesota Dakota Language Department. The language department has requested the DVD so their students can hear first speakers and accelerate their comprehension of Eastern Dakota.

“The oral history project has been a complete success. And while the work expanded and evolved into something much bigger, we can feel good about the amount of language that is documented and thus protected.”

Teresa Peterson, Project Director

FOND DU LAC BAND OF LAKE SUPERIOR CHIPPEWA



Project Title:	Fond du Lac Energy Efficiency and Strategic Planning Project
Award Amount:	\$272,569
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 4 jobs created
- 50 elders involved
- 300 youth involved
- \$75,300 in resources leveraged
- 27 partnerships formed
- 2 ordinances developed

BACKGROUND

The Fond du Lac Indian Reservation lies in northeastern Minnesota, approximately 20 miles west of Duluth. The Treaty of 1854 established the reservation, which spans over 100,000 acres. Approximately 1,500 Native Americans live on the reservation, and there are approximately 3,900 enrolled members.

The long-term goal of the Fond du Lac Band of Lake Superior Chippewa is to move “toward self-sufficiency by constructing and developing enterprises and programs to promote economic self-sufficiency, environmental protection, and social development.” The Reservation Business Committee (RBC), responsible for advancing this goal, was established in 1934

and is comprised of five elected officials. The RBC owns and operates seven businesses that serve the reservation and surrounding communities. It is the largest employer in the greater Cloquet area. The reservation has experienced recent economic growth. The RBC is looking for ways to cut costs and expand efforts in sustainable development.

PURPOSE AND OBJECTIVES

The project’s purpose was to create two community development plans for the reservation, one on energy efficiency and conservation projects, and the other on strategic governance.

The project’s first objective was to create an energy management plan and to appoint an oversight energy committee (EC) to maximize energy usage efficiency and develop energy resources. In addition to appointment of the EC, the activities under the first objective included auditing all commercial facilities on the reservation, developing internal tribal energy policies and management capabilities, and development of a regulatory and technical capability. To accomplish this, project staff utilized students and tribal housing residents

(trained in energy auditing before the project period) to conduct home energy audits. Through this process, the project team identified \$500,000 in annual savings in lighting costs, with an additional \$500,000 in other energy savings. The project team also worked with the tribal college to receive donations of a 3.8 kilowatt wind turbine, and solar panels on the tribe's green house.

The second objective was to develop a strategic governance plan defining more efficient governmental practices and providing a long-term vision for developing the reservation's economy, services, facilities, and infrastructure. Initially, project staff intended to hold three public meetings on the development of the plan and to involve the community in the planning process. Instead of this, however, they gathered input from tribal members at six general public meetings, at a tribal health fair and an enrollee day, through meetings with two elder groups, and through meetings with directors of tribal administrative departments. At these meetings and gatherings, project staff surveyed tribal members, collecting their thoughts on economic development opportunities and responsible and transparent government. These ideas then were incorporated into the strategic plan, which was approved officially by the RBC before the end of the project period.

OUTCOMES AND COMMUNITY IMPACT

According to project staff, the energy management plan provides baseline information on the reservation's energy supply, usage, and costs, and will serve as a road map enabling the band to efficiently and effectively meet its future energy needs. If carefully implemented, the plan's energy efficiency measures could cut energy costs at tribal facilities by 15 to 25 percent. The

plan outlines savings and rebates that can be secured through federal and state grants, and calls for the tribe to install a 12.5 kilowatt photovoltaic system and to conduct biomass research through this funding.

The strategic governance plan merges new ideas with existing plans and ordinances, providing ways to develop the tribe's economic capital, human resources, and membership. The plan addresses coordination and communications between tribal administrative divisions, protects natural resources, and serves as a blueprint for enhancing economic development opportunities and promoting responsible and transparent government.

"By providing an energy management plan and a strategic plan, the project has given the tribe a clear vision and outline on how to pursue potential projects."

Jason Hollinday, Project Director

FOND DU LAC BAND OF LAKE SUPERIOR CHIPPEWA



Project Title:	Fond du Lac THPO TEPA Project
Award Amount:	\$97,885
Type of Grant:	Environmental
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 6 elders involved
- \$3,587 in resources leveraged
- 9 partnerships formed

BACKGROUND

The Fond du Lac Indian Reservation, established by The Treaty of 1854, spans over 100,000 acres. During the Indian Reorganization Act of 1934, the Fond du Lac Reservation became one of six Ojibwe reservations in the state of Minnesota organized as the Minnesota Chippewa Tribe. The governing body of the Fond du Lac Band is the Reservation Business Committee (RBC).

In 2008, Fond du Lac Band administrators developed an integrated resource management plan (IRMP) addressing all aspects of resource management for projects under consideration on reservation lands. As part of the plan, the Fond du Lac Band sought to reduce reliance on outside agencies, and to align land ownership, usage, and development opportunities with tribal priorities and cultural values. In the

plan, tribal leaders proposed to establish a Tribal Historic Preservation Office (THPO) in accordance with National Park Service (NPS) rules, and to develop a tribal historic preservation plan to protect, preserve, and promote historic, cultural, architectural, and archaeological resources on the reservation. Moreover, they sought to adopt a Tribal Environmental Policy Act (TEPA) to increase the band's capacity to address the environmental impact of tribal land development projects; ensure the tribe made appropriate efforts to incorporate and utilize National Environmental Policy Act (NEPA) guidelines into these projects; and to provide greater protection to the tribe's natural resources.

PURPOSE AND OBJECTIVES

The purpose of the project was to improve the Fond Du Lac Band's ability to address land issues and become self-sufficient in the area of land ownership and usage.

The first objective was to draft a Tribal Historic Preservation Plan. To accomplish this, project administrators hired a Tribal Historic Preservation Officer (also referred to as a THPO), who then participated in trainings and meetings on developing a

Tribal Historic Preservation Plan. In cooperation with staff from the Duluth Archaeological Center, the THPO and project staff worked to determine which historic preservation activities and functions the tribe should properly and effectively assume. Through review of Indian law and plans other tribes have designed, the team developed a draft Tribal Historical Preservation Plan.

The second objective of the project was to finalize and adopt the Tribal Historic Preservation Plan. For this, the RBC established a review board and adopted by-laws to govern how the board conducted business. Project staff presented the plan to the RBC, received feedback, and implemented the recommended changes. Staff then presented a THPO application to the RBC and received permission to submit the application to the National Park Service.

The third objective was to develop and adopt a Tribal Environmental Policy Act (TEPA), building tribal capacity to address environmental concerns, protect natural resources, and meet NEPA guidelines and standards while maintaining tribal decision-making authority and sovereignty over reservation lands. To accomplish this, the project team drafted a TEPA, which was later approved by the RBC. In addition, project staff created an organizational flow chart to identify tasks, roles, and responsibilities in conducting environmental assessments, generating impact statements, and carrying out other tasks related to NEPA compliance or inquiries.

A fourth and final objective was to adopt a Tribal Environmental Policy Ordinance. To do this, the previously established review board drafted an ordinance and by-laws, and submitted them to legal counsel and the RBC for input. The board then made the requested changes and submitted the final product for approval. The ordinance was

adopted by a tribal council resolution before the end of the project period.

OUTCOMES AND COMMUNITY IMPACT

A significant outcome of this project was the creation of a Tribal Historic Preservation Office, which was approved by the National Park Service during the project period. The new THPO gives Fond du Lac Band members a platform by which they may comment on off-reservation projects affecting tribal resources. Project staff state that having a THPO will especially benefit tribal members with a subsistence lifestyle and those living on ceded territory. According to the project team, the new Tribal Environmental Protection Act will benefit tribal members in many ways, especially in providing measures to protect wetlands and guidelines on building in them.

The TEPA and the Tribal Environmental Policy Ordinance enable the tribe to navigate NEPA processes more effectively, enhancing the capacity of the Fond du Lac Band to self-govern and regulate the environment on the reservation. Overall, the project enabled the tribe to create a plan to sustainably protect, preserve, and promote historic, cultural, architectural, and archaeological resources.

MINNEAPOLIS AMERICAN INDIAN CENTER



Project Title:	Healing Generations Project
Award Amount:	\$149,770
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 2 people employed
- 20 elders involved
- \$11,042 in resources leveraged
- 30 partnerships formed

BACKGROUND

There are 34,000 American Indians living in the Twin Cities metropolitan area of Minneapolis and St. Paul, Minnesota, representing the second largest urban Indian community in the country. They are served by the Minneapolis American Indian Center (MAIC), which has been in existence since 1978, the year the Indian Child Welfare Act (ICWA) was passed.

The MAIC's ICWA Program offers five resources: 1) the Indian Family Stability Program, which provides preventive services for families who have had their first contact with county child protective services (CPS) to keep children from being placed in foster care; 2) collaborative case management, to work with families who are involved in ICWA/child protection court proceedings, to help them accomplish their court ordered case plans; 3) a tribal liaison

program, to provide authorized advocacy on behalf of out-of-state tribes for families involved in ICWA; 4) court monitoring, to provide monitoring in metropolitan counties, assuring compliance with the mandates of ICWA; and 5) the QUICWA Project, funded by a previous ANA grant, supporting interagency communication and case management for ICWA cases, as well as compliance monitoring.

PURPOSE AND OBJECTIVES

The project's purpose was to strengthen the continuum of services for families who have been involved in child protective services/ ICWA court proceedings through data collection, community input, and planning.

The project's first objective was to gather data to assess the status, needs, resources, and barriers to success of three population groups: grandparents raising grandchildren, teens transitioning out of the foster care system, and families reunited after children have been in the foster care system. To accomplish this, project staff conducted three focus groups, representing the three target populations. These focus groups were recruited from the partnering groups helping to facilitate efforts of this project.

Furthermore, over 30 participants completed

surveys developed for this purpose. Through these data collection methods, the project team gathered data on the perceived needs of these groups and their barriers to success, and gleaned recommendations on how to address these problems in the community.

The second objective was to gather input through community planning meetings from community members, service professionals, representatives of tribal communities, and members of the target populations to assist in developing programs the MAIC could use to strengthen services. Using data from the needs assessment process, the project team created a community planning council, involving elders, members of the target groups, service providers, and representatives of tribes whose families were impacted. In this way, project team members learned, through first-hand accounts, the critical needs in the community. Next, the project team analyzed the data and developed a complete implementation plan for enhancing MAIC services. This plan then was submitted to the community council and approved.

The third objective was to develop a program plan, including lesson plans, activities, interagency agreements, and evaluation protocols for the implementation of a pilot program addressing the cultural needs of the target population. To complete the plan, an outside consultant evaluated existing curricula, met regularly with the planning council, and implemented the council's feedback throughout the process.

OUTCOMES AND COMMUNITY IMPACT

The project team created a map of services available to American Indian families in the Twin Cities metropolitan area, enabling the MAIC and project partners to understand how and where human services were being delivered to the community. The map has enhanced the MAIC's capacity to plan

programs, coordinate and collaborate with other agencies, and avoid unnecessary duplication of efforts. The team also has gained a greater understanding of where gaps in service exist, providing a framework by which the organization can improve services to the community in the future. Project staff formulated a new set of goals and objectives, lesson plan topics, and program activities, in coordination with other service providers and tribes. They also have gained a better understanding of how to advise tribes on accessing funds for human service needs, particularly on how they can compile and submit relevant, pertinent documentation validating the need for services to the appropriate funding agencies.

The project has facilitated significantly collaboration between various community service providers and furthered cultural awareness for agencies with limited experience working in Native American communities. The project also helped create awareness within tribal communities about the challenges they face.

Community members involved in the project commented on the various ways in which the project benefitted them. Grandparents raising grandchildren involved in the project stated the project left them feeling more empowered, with a more prominent voice in the system. Children and youth also benefited, reconnecting with their tribes and rebuilding family relationships. Overall, staff and community members reported feeling a renewed sense of passion and commitment to solving the problems of Twin Cities American Indian youth in the child protective services system. Project Director Riemers stated, "Seeing these children in poverty, and having a deeper understanding of their needs, has provided us with much stronger motivation to continue addressing the problems."

CHIPPEWA CREE TRIBE



Project Title:	Chippewa Cree Tribe Family Resource Center
Award Amount:	\$203,924
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 4 jobs created
- 1 Native American consultant hired
- \$500 in resources leveraged
- 6 partnerships formed
- 20 elders involved
- 16 youth involved

BACKGROUND

The Chippewa Cree Tribe, with 3,800 members, is based on the 122,000 square acre Rocky Boy Indian Reservation, the smallest of seven reservations in Montana. In 2007, the reservation had a 68 percent unemployment rate, and 18 percent of the employed population earned an annual income below federal poverty guidelines.

The Chippewa Cree Tribe’s Temporary Assistance to Needy Families (TANF) Department provides support to families struggling with unemployment and poverty. In 2008, the TANF Department served an average of 173 families and 372 children per month. Working directly with families, department staff recognized a need for a family service center that would provide

clients with a central point of contact for services provided by the tribe’s multiple health and human services departments.

PURPOSE AND OBJECTIVES

The project’s purpose was to build the organizational framework for a planned Chippewa Cree Family Resource Center. Project staff envisioned that the Resource Center would be a “One-Stop Shop” intake center for human services on the reservation.

The project’s first objective was to establish the facility by recruiting, hiring, and training new staff members and equipping the Family Resource Center’s offices. To accomplish this, project staff hired a project coordinator, instructor, and family resource coordinator, and identified appropriate strengthening families and fatherhood curricula for staff training. Staff completed training by June, and conducted a workshop for 50 families later in the project period. The project team also equipped the center with necessary office and medical equipment and internet access. Unfortunately, a series of devastating floods in June 2010 destroyed the road to the office, damaged the lower floors of the building, and interrupted the internet

service. Despite these challenges, the project team was able to relocate the office temporarily and carry out trainings in GED attainment, finance, life skills, budgeting, fatherhood, and employment readiness for clients.

The second objective was to develop partnerships with at least 10 organizational entities to enable the Family Resource Center to become a centralized location for receiving human services. The social worker met with 10 health and human services organizations to negotiate memoranda of understanding and identify processes or services that could be merged with those of other organizations, eliminating unnecessary duplication of effort and clarifying service choices for clients. Ten organizations, including the Boys and Girls Club, Social Services, Stone Child College, and the Child Support Project, signed the memoranda.

The third objective was to develop a common intake process for all human service organizations on the reservation. This included working with partners to develop common forms, obtaining approval of the intake process from the Chippewa Cree Business Committee, implementing the intake process, and developing a common database for client tracking to prevent duplication of services. Project staff met with partners to develop a list of existing and desired common data points to assess client needs and integrated these data points into the draft intake form. All partners agreed upon the form, and by the project's end, the form had been submitted to the Chippewa Cree Business Committee for approval. In addition, the database was almost finalized by the end of the project period.

OUTCOMES AND COMMUNITY IMPACT

By creating a "One-Stop-Shop" Chippewa Cree Family Resource Center, the project team increased access to health and human services for Rocky Boy tribal community members. The new collaboration amongst reservation human services organizations and the tools produced will enable more comprehensive services for Family Resource Center clients.

Even though the damage caused by the June 2010 flooding forced the office to relocate, the partnerships formed during the project helped sustain pre-existing community programming and project activities. Project staff continued to provide meaningful programming for youth, including training in employment readiness, GED attainment, and driver's education. Project staff also sustained strengthening families programming for parents.

The strong relationships formed and the dedication of project staff will enable the Center to have a lasting impact on the community as it continues its inter-agency collaboration efforts in the future.

FORT BELKNAP COLLEGE



Project Title:	White Clay Language Immersion School Expansion Project
Award Amount:	\$603,550
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- \$10,255 in resources leveraged
- 9 partnerships formed
- 7 elders involved
- 12 youth involved
- 9 people achieved fluency in a native language
- 185 native language classes held
- 2 language teachers trained
- 1 language curriculum developed

BACKGROUND

Fort Belknap College is a tribally-run community college located on the Fort Belknap Indian Reservation in north central Montana. Fort Belknap is the home of the Gros Ventre (White Clay) and Assiniboine (Nakoda) Tribes.

A March 2007 community survey counted fewer than 25 fluent White Clay speakers alive today, and most were 65 years of age or older. In the past four years, the number of White Clay language speakers between the ages of 61 and 100 has decreased by 50 percent. Among the remaining elders fluent

in White Clay, several either have moved to rest homes off the reservation or have become homebound due to health problems. Thus, the number of fluent elders able to teach the White Clay language to younger generations is declining rapidly.

The Tribe's plan for language revitalization identified intensive instruction for the tribe's children as the most viable course of action. In 2004, Fort Belknap College established the White Clay Language Immersion School. Since then, the school has offered all-day instruction in a full range of academic subjects to children between seven and 10 years old. Instruction takes place in a total immersion setting, where all teaching and learning is embedded in an educational context that celebrates tribal history, culture and language.

PURPOSE AND OBJECTIVES

The project's purpose was to produce young White Clay language speakers, building on the initial success of the White Clay Language Immersion School. The first objective was to hire and train two language teachers and one teacher's aide, develop an advisory council to advise on curriculum, and develop curriculum and training materials. Project staff succeeded in

developing the advisory council, hiring and training the teachers and teacher's aide, and establishing a curriculum. The teachers received formal instruction from the White Clay linguists and elders, who were part of an advisory council to review all material. During the project's three years, the advisory council provided feedback and the team prepared 10 interdisciplinary curriculum modules, produced a White Clay grammar manual, 12 interactive language CDs, and nine 10-minute instructional documentary films covering topics such as the resurgence of White Clay language, culture, and traditional dance.

The second objective, occurring in the second year of the project, was for 12 students to complete fifth grade successfully at the White Clay Language Immersion School and demonstrate comprehensive fluency in speaking the White Clay language. At the end of the year, all 12 received a "satisfactory" or higher score on progress reports evaluating language proficiency, personal-cultural identity, and cognitive development. All 12 demonstrated increased fluency in the White Clay language on end-of-year exams.

The project's third objective, completed in the third year of the project, was for nine students to complete the sixth grade successfully at the White Clay Immersion School and demonstrate fluency in the White Clay language. All of the nine immersion students received scores of "satisfactory" or higher on their quarterly reports, and 100 percent also received scores of "very good" on their year-end language proficiency exams. Four interactive instructional language CDs and four 10-minute documentary films were produced during the third year. In addition, the project director and a language consultant collaborated to produce a finalized White Clay Grammar Manual during the third year.

OUTCOMES AND COMMUNITY IMPACT

According to project staff members, the most important indicator of project success was the increased level of White Clay fluency achieved by the core group of nine students matriculating from fifth through sixth grade. Additionally, beyond the youth at the immersion school, three other speakers greatly increased their ability to speak the language, achieving fluency in the language by utilizing materials developed by the project. Another important indicator of success was the increased capacity of the immersion school, through teacher training and materials developed, to deliver high-quality instruction to community youth. The interactive, accessible language resources produced by this project, particularly those utilizing diverse media forms, provide a means by which White Clay instructors can reach younger audiences effectively. These materials have solidified the Immersion School's curriculum and established the school as a model for other tribes interested in implementing a similar school.

Student presentations for tribal members, Head Start students, and the larger community inspired enthusiasm and support for White Clay language revitalization efforts within the Fort Belknap community. Recognizing the value of language preservation, several community members, including elders and social services professionals, volunteered to support the school. Judging by the impressive fluency gains of White Clay Immersion School pupils, the greater availability of language learning resources at the school, and the high level of community support for language preservation and revitalization, the Fort Belknap community is in a good position to guide younger generations in learning and sharing the White Clay language.

STONE CHILD COLLEGE



Project Title:	SCC Cree Language Nest Planning Project
Award Amount:	\$139,626
Type of Grant:	Language
Project Period:	Sept. 2008 – Dec. 2010
Grantee Type:	Tribal College

PROJECT SNAPSHOT

- 2 jobs created
- 2 Native American consultants hired
- 28 elders involved
- \$18,934 in resources leveraged
- 10 partnerships formed
- 1 language nest curriculum developed

BACKGROUND

The Rocky Boy’s Indian Reservation was established by Act of Congress in 1916. The reservation’s unusual name is derived from the leader of a band of Chippewa Indians. Translated from the Chippewa language, the name of the leader means “Stone Child,” however, the name was mistranslated into English as “Rocky Boy.” Chief Stone Child’s people were among a number of Chippewa Indians whose ancestral home was in the Great Lakes Region, but migrated to the northern plains of Montana and North Dakota. Chief Little Bear, who led a band of Canadian Cree, also settled on the Rocky Boy’s Indian Reservation with Chief Stone Child’s band of Chippewas.

Intermarriage between the Chippewa and Cree people created the unique tribe now known as the Chippewa Cree Tribe of the Rocky Boy’s Indian Reservation. The present size of the reservation is 121,957 acres, and the tribe has 5,850 members.

According to project planners at Stone Child College, the Cree language is in steep decline on the Rocky Boy’s Indian Reservation. The latest update on the status of the language, provided to the Chippewa Cree Business Committee in October 2006 showed that approximately 14 percent of reservation residents were fluent speakers of Cree; 24 percent could understand but not speak Cree; and the remaining 62 percent could not understand or speak the language. Of the fluent Cree speakers surveyed, 63 percent were 56 years of age or older, 24 percent were 31 to 55, 8 percent were 19 to 30, 3 percent were 11 to 18, and 1 percent were 10 or below. There has been a 75 percent reduction in fluent Cree speakers from 1950 to present, and the percentage of non-speakers has increased from 10 to 86 percent.

PURPOSE AND OBJECTIVES

The project’s purpose was to develop a Cree Language Nest Immersion Program for

infants and toddlers to promote fluency in the Cree language and address the decline in Cree speakers. The project's first objective was to plan and design a comprehensive Cree Language Nest operating plan. First, two staff visited the Blackfeet and Salish Kootenai Tribes to observe their language nests. Next, project staff considered and decided where to house the program, put in place a staffing plan utilizing the college's certified elder and fluent Cree teachers, and began collaboration with the reservation's Head Start and Early Head Start programs. Through these efforts, the project team developed a final operating master plan including partnering agreements, a testing regimen, and a plan for creating the curriculum.

The second objective was to plan and design an age-appropriate Cree language nest teaching curriculum for infants and toddlers ages birth to three years, and to disseminate project media materials. To complete this objective, the project director hired two elder consultants, who assisted in developing the curriculum. Divided into three components, the curriculum was focused on three distinct age groups: zero to nine months, eight to 18 months, and 16 to 36 months. For each age group, the consultants developed lesson plans, including age and culturally-appropriate lullabies, songs, and stories in the Cree language, and pre- and post-tests.

To generate interest among the children's parents, outreach materials were developed and disseminated throughout the community. At the conclusion of the project, the language nest program began taking applications.

OUTCOMES AND COMMUNITY IMPACT

Via the master plan and curricula created by this project, the tribe improved its capacity to provide language nest training to young

tribal members. The language nest curriculum created by the project team is age-appropriate, culturally-specific, user-friendly, and includes a wide range of interesting, enjoyable activities to enable tribal children to learn the Cree language.

The immersion school will be centrally located in the community, making it accessible for any child whose parents wish for him/her to learn Cree. According to project staff, educating and involving parents already has fostered significant community interest and planted the seeds for the long-term sustainability of the language nest program. Through this project, the project staff stated, the Chippewa Cree Tribe has taken a significant step toward revitalization and preservation of the Cree Language.

RENO SPARKS INDIAN COLONY



Project Title:	Reno Sparks Indian Colony Native Language Teacher Project
Award Amount:	\$88,553
Type of Grant:	Language
Project Period:	Sept. 2009 – Dec. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 6 Native American consultants hired
- 5 elders involved
- 1 youth involved
- \$737 in resources leveraged
- 4 partnerships formed

BACKGROUND

Reno-Sparks Indian Colony is a federally recognized tribe of just over 1,000 enrolled tribal members with a land base in downtown Reno, Nevada, and a larger reservation in Hungry Valley, about 18 miles outside of Reno. Three languages are spoken on the Colony: Washeshu (or Washoe), Newe (or Shoshone), and Numu (or Paiute). Numu and Newe are both part of the Uto-Aztecan language family while Washeshu is part of the Hokaltecan language family.

In 2009, there were 77 students of at least one of the three languages on the Colony.

Students learn the language through high school classes, community classes, and language classes for employees of the tribe, but there is no language training for pre-school, elementary, or middle school students. A long-term, community goal of the Colony is to train teachers from the community to teach the native languages on an introductory level to pre-school, elementary, and middle school students.

Prior to implementing this project, the project staff identified two unmet needs in the community: 1) the lack of a mechanism for increasing the number of native language instructors; and 2) the lack of native teachers for children and youth.

PURPOSE AND OBJECTIVES

The purpose of this project was to identify how to train local community members to become teachers of the native languages. This was accomplished through two objectives over a 15-month project period.

The first objective of the project was to research at least eight successful native

language teacher training programs throughout Indian Country. Over the course of the project period, the project coordinator visited the Northwest Indian Languages Institute at the University of Oregon, the Oneida Tribe of Wisconsin Language program, and the Halau Wanana Indigenous Center for Higher Learning in Waimea, Hawaii. The project coordinator and members of the community also visited the Umatilla Confederated Tribes in Pendleton, Oregon. The key lessons learned from these site visits included: a culturally-based language learning experience is necessary; stressing relevance to the learners; immersion programs are a priority; documentation is essential; and creative use of non-written teaching methods such as total physical response, accelerated second language acquisition, and immersion are effective teaching methods for second language acquisition.

The second objective was to involve the community in the design and planning of a teacher training program. To accomplish this objective, the Colony and project staff created a five-member language committee called the Community Advocates for Language Preservation and Revival. This language committee, made up of youth, elders, and community members with experience in language teaching and learning, discussed and worked to reach resolution on questions common in native language programs. Such questions included whether teacher certification or other accreditation by external sources should be included, and whether the training program also should include a focus on the academic linguistics and academic documentation of the languages. The language committee also was trained in teaching methodologies.

The third objective was to create a curricula template for training the local native

language teachers. The grantee received a three-month extension to finish this task and the curricula template was created by the end of the extended project period. The template can be used for each of the three languages in the community and is designed to increase the overall number of Washeshu, Newe, or Numu teachers. The template details a five-week intensive program that covers five core topics: native language immersion teacher training; second language acquisition for adult learners; second language acquisition for child learners; language assessment tools; and curriculum development. In addition, the template provides a budget for implementing the teacher training, criteria for selecting teacher trainees and language mentors, an accountability and coordination framework that details the roles and responsibilities of the Reno-Sparks Indian Colony Tribal Council, language and cultural program staff, language committee, and community members.

OUTCOMES AND COMMUNITY IMPACT

Through this project, Reno-Sparks Indian Colony created a plan to create more native language instructors. The plan provides the framework for the tribe to implement a teacher training program in the community.

While the Reno-Sparks Indian Colony has not secured funding yet to implement the teacher training program, project staff believe the plan developed through this project places the Colony in a stronger position to secure future funding.

“The language committee is energized and optimistic about the potential the teacher training program holds for their communities in the future.”

Debra Harry, Project Coordinator

INDIGENOUS LANGUAGE INSTITUTE



Project Title: Native Language Self-Study Curriculum
Award Amount: \$134,128
Type of Grant: Language
Project Period: Sept. 2009 – Sept. 2010
Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- . 1 job created
- . 3 Native American consultants hired
- . 4 elders involved
- . 6 youth involved
- . \$33,250 in resources leveraged
- . 9 individuals trained
- . 9 partnerships formed
- . 1 language teacher trained
- . 16 native language classes held
- . 5 youth increased their ability to speak a native language
- . 1 adult increased her ability to speak a native language

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.

This project was based on input from several native communities in the Santa Fe area

regarding challenges experienced by existing Native American language classes; classes tended to start and passion would fade, then classes would disband. According to project staff, many communities in the region wanted a way to allow self-study for a variety of languages. Inquiries also came from people who were living away from their communities and had no resources to learn their native language.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop and pilot a self-study curriculum to provide language knowledge, skills, and tools, and contribute to the language revitalization efforts of a pilot community.

The first objective was to develop and implement a self-study pilot language curriculum, which a cohort of students would use to achieve beginner level proficiency. ILI project administrators selected the Tewa language for the pilot curriculum and formed a critical partnership with Santa Fe Preparatory School, which agreed to incorporate the curriculum into its larger program of study. Project staff selected Santa Fe Prep in part because it is in compliance with New Mexico language testing standards. Six high school students initially comprised the core language learner

group. The students were self-selected; however, the course was open to all Native American students at the school.

The project director devised the self-study curriculum with input from the student learners and teacher. Project staff promoted the project through conferences, e-newsletters, brochures, ILI's website, and word of mouth. The curriculum was a structured 'self-study' that put the onus on the students to pursue language learning. In order to facilitate this process, project staff incorporated the use of iPod Touch and digital video cameras into the curriculum. This technology engaged the learners and enabled audio/video recordings of the language lessons to save what was learned and created. Project staff implemented 12 lesson plans over 16 weeks. Lesson subject matter consisted predominantly of greetings, mealtime conversations, school-based vocabulary, and everyday conversation.

The second objective was for ILI to ensure that at least two sites would be willing to incorporate the self-study curriculum into their larger programs. To accomplish this, project staff communicated with numerous schools in the area to describe the program, explain its benefits, and solicit participation. Although Santa Fe Prep was the only site that adopted the program during the project period, several other schools expressed interest in implementing it in the near future.

OUTCOMES AND COMMUNITY IMPACT

Six students started and five ultimately completed the Tewa self-study curriculum under the tutelage of Ms. Laura Jagles, an existing Santa Fe Prep teacher. Students earned class credit for involvement in the course and were tested using the ILI testing standard (adapted for the self-study guide). Of the five students who completed the program, four achieved beginner's proficiency and one exceeded this level.

Students showcased their new proficiency by presenting a skit to a community audience of 30 people at the end of the curriculum. In addition to learning their native language, students expressed an enhanced sense of cultural identity; one student remarked "By learning our language, now we can be Indian all the time."

Project staff and participants produced numerous Tewa language materials during the course of the project, including a professionally edited video, three instruction manuals, a skit, a set of instructive photos, and numerous reports and lesson plans.

Administrators at Santa Fe Prep plan to continue teaching Tewa and utilizing elements of the self-study curriculum. Although ILI was not able to secure the participation of a second site for the curriculum, several other schools expressed considerable interest and program staff is optimistic that the curriculum will be adopted elsewhere.

"We learn the language to know more about who we are as a people."

- Ms. Laura Jagles, Tewa Self-Study Curriculum Tutor

NATIVE AMERICAN PROFESSIONAL PARENT RESOURCES, INC.



Project Title:	First Steps
Award Amount:	\$704,399
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2006 – Jan. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 1 Native American consultant hired
- 13 elders involved
- 12 youth involved
- \$129,190 in resources leveraged
- 195 individuals trained
- 38 partnerships formed

BACKGROUND

Incorporated as a native nonprofit in 1996, Native American Professional Parent Resources (NAPPR), Inc. is a parent resource center located in Albuquerque, New Mexico. The service area of Albuquerque includes a population of approximately 100,000 Native Americans, including members of 19 different tribes. NAPPR serves first-time parents within the greater Albuquerque area and administers an early childhood intervention program that provides developmental services to Native American infants and toddlers with, or at risk of, developmental delays.

Recognizing a gap in the availability of service providers that address child abuse

and neglect, and acknowledging the link between parent unemployment and child abuse, NAPPR sought to develop a parent training program that would emphasize both healthy parenting techniques and employment readiness skills.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop and implement a culturally-appropriate parenting curriculum targeted at first-time Native American parents that would empower them with the life and parenting skills needed to foster the healthy growth and well-being of their children. In addition, NAPPR wished to implement a “primary intervention,” one that would address parents and children who were not involved currently in the social services system.

The project’s first objective was to develop a “First Steps” parenting curriculum. The curriculum had three components, or “steps”: 1) a child abuse and neglect prevention component; 2) an employment readiness component tied to child care employment training; and 3) a community awareness component.

In developing the First Steps curriculum, NAPPR relied on a steering committee comprised of professionals in the social services, education, and child care fields as well as parents, elders, and youth, to make recommendations on five topics in parenting and life-skills development and five cultural themes to be included in the parenting curriculum.

Upon the direction of the steering committee, NAPPR reviewed a number of parenting curricula targeted at indigenous peoples from around the world. NAPPR chose three curricula that were most compatible with the steering committee's recommendations and most appropriate to the individuals within their service area.

The project's second objective was to develop four one to two day pilot training workshops using the curricula. By the third year, approximately 156 people had participated in the child abuse and neglect prevention pilot trainings and 39 people had participated in the 45-hour child care training course and the employment readiness pilot trainings. Participants also completed pre- and post-test evaluations of the trainings, which helped inform revisions to the curricula.

Project staff initially intended parents to attend the child care training course and the employment readiness training simultaneously. However, it was determined that many parents were only interested in the employment readiness program. Recognizing the popularity of this aspect of the program, NAPPR developed an additional part of the curriculum called EMPLOYability.

EMPLOYability focused on developing resume writing, interview skills and the

interpersonal relationship skills necessary in the workforce. An employment counselor, as well as a NAPPR staff member, worked one-on-one with the participants. At the end of the project period, five of the 10 EMPLOYability program participants were employed.

The project's final objective was to implement a community awareness campaign around the issue of child abuse prevention. To achieve this objective, the project established a Community Awareness Workgroup, which determined the best means for reaching the intended audience. Following the recommendations of this workgroup, NAPPR developed billboards, posters for buses, and radio advertisements, which succeeded in its aim of increasing attendance in the program.

OUTCOMES AND COMMUNITY IMPACT

A total of 194 parents have participated in at least one of the First Steps parenting workshops. By participating in the First Steps trainings, these parents have learned new skills and inexpensive ideas for how to spend time with their children. Participants learned that they can make toys and musical instruments, take day trips, and play with their infants in ways that foster cognitive development and strengthen their families.

This program provides an activity that many parents look forward to on a bi-weekly basis. A number of the parents have formed networks and support systems within their local communities as a result of their participation in the program. In addition, program participants now are equipped with the skills needed to secure employment, an essential building block for creating strong, healthy families.

PUEBLO OF ISLETA



Project Title:	Developing a Department of Language and Cultural Preservation
Award Amount:	\$304,000
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 4 Native American consultants hired
- 25 elders involved
- 150 youth involved
- \$65,000 in resources leveraged
- 4 individuals trained
- 8 partnerships formed
- 3 language teachers trained
- 5 language teachers certified
- 920 native language classes held
- 55 youth increased their ability to speak a native language
- 40 adults increased their ability to speak a native language

BACKGROUND

The Pueblo of Isleta is located in central New Mexico, 15 miles south of Albuquerque. Tiwa is the native language of the tribe, and although many tribal members still speak it, its use has declined in recent years. According to project staff, this decline is partially attributable to uncoordinated efforts of multiple tribal

entities (traditional leaders, political leaders, and tribal educational entities) that had been acting independently of each other in their efforts to maintain Tiwa's vitality.

PURPOSE AND OBJECTIVES

The purpose of this project was to unify disjointed tribal efforts toward language revitalization by developing a centralized Department of Language and Cultural Preservation. To accomplish this, project staff furnished and equipped the departmental office; hired a department director; established partnerships with other New Mexico tribes with functional language programs for the purpose of operational support and guidance; built community support by increasing tribal members' involvement in language revitalization; and integrated language components into existing tribal programs.

The first objective of the project was to develop and review tribal language policies. Project staff successfully developed a tribal language policy manual in year one and reviewed it in year two. The manual covered topics such as: what should be taught, how to register for classes, who could apply for teacher certification, and

how prospective teachers could appeal if denied certification.

The second objective of the project was to design and review a teacher certification program. To accomplish this, staff developed a program requiring Tiwa teachers to demonstrate an acceptable degree of proficiency in language and culture, curriculum development, and classroom management. Teacher job descriptions were amended to require the ability to speak (or willingness to learn to speak) Tiwa. This certification program was implemented in year two of the project and included an appeal process for those denied certification. Additionally, tribal administrators signed a memorandum of agreement (MOA) with the State of New Mexico, which provides formal recognition of the tribe's language teacher certification process. Once certified, teachers could teach anywhere in the State of New Mexico.

The third objective was to improve students' ability to learn Tiwa. Project staff achieved this by developing age-appropriate curricula and instructional language materials for pre-school, elementary school, and adult classes. The project team developed PowerPoint presentations and graphic animations to integrate into course materials to engage learners more effectively with a visual element. A general curriculum was created for adult classes as well. Because Tiwa is primarily a spoken language rather than a written one, proficiency measurements for all levels were completed orally.

OUTCOMES AND COMMUNITY IMPACT

The most significant outcome of this project was the creation of a fully-staffed language and cultural preservation department for the tribe. The new department has harnessed the wisdom, knowledge, and energy of

various groups and individuals on the pueblo to achieve important results. The tribe now has a formal language policy manual, a certification process for teachers, and a set of standard operating procedures by which it can effectively and efficiently direct its language preservation and revitalization efforts.

Prior to the project, only four to six tribal members were active in language classes; by the end of the project 30 tribal members were actively enrolled, and project staff expressed confidence that this trend would continue. Tiwa language classes now are taught on the pueblo, in its school system, and at an Albuquerque charter school attended by Isleta students. The tribe has formalized its relationship with this charter school through an MOA, ensuring that Isleta students (and only Isleta students) at the school will have access to ongoing Tiwa language instruction. Tiwa language components now are being incorporated into other tribal programs to a significantly greater degree than before the department was created.

Project staff members stated that by centralizing and formalizing their language policies, they have given greater cohesion to the formerly disjointed language maintenance and revitalization efforts taking place prior to this project. They expressed a very strong sense of pride in what they were able to accomplish, and a distinct feeling of optimism about the overall health of the Tiwa language on the pueblo.

“Lack of coordination has disappeared and been replaced by a coordinated effort between the different entities.”

- Paul Lujan, Language Coordinator

COHARIE INTRA-TRIBAL COUNCIL, INC.



Project Title:	Coharie Health Access, Improvement, and Awareness Project
Award Amount:	\$264,863
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribal Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 25 elders involved
- 30 youth involved
- \$63,059 in resources leveraged
- 32 individuals trained
- 10 partnerships formed

BACKGROUND

The Coharie Indian Tribe consists of 2,791 enrolled members and was recognized by the State of North Carolina in 1971.

Approximately 80 percent of its members reside in the tribe's service area, Harnett and Sampson counties, which consistently rank below state levels along numerous critical health indicators. Although recognized by the state, the tribe is not federally recognized, so its members do not receive health care from the Indian Health Service.

The tribe currently is governed by the Coharie Intra-Tribal Council, Inc., which consists of seven members elected by the tribal membership and seeks to address a broad scope of interrelated social, economic,

and health problems on behalf of tribal members.

Major barriers to health care for tribal members include an inability to pay for health services, apprehension toward Western medicines due to lack of cultural sensitivity in service delivery, unavailable prevention programs, and insufficient access to care in rural areas. As a result of these barriers, the Coharie Tribe has a disproportionately high percentage of members suffering from diabetes, obesity, high cholesterol, and a number of other maladies and disabilities.

PURPOSE AND OBJECTIVES

The purpose of this project was to increase access to health care and to enhance awareness and knowledge of health care issues and resources among members of the tribe. The project's single objective was comprised of three core components to be completed over a two-year duration.

The first project component was to provide in-home medical services to tribal members, with a target figure of 112 individuals and/or families to be served over two years. To accomplish this, project staff utilized a small

team of registered nurses (RNs) to provide in-home medical services to 171 tribal members.

The second project component was to conduct quarterly health screening clinics, equaling a total of eight over the project's duration. To reach as many tribal members as possible, the clinics were advertised well in advance and held in several different locations. The primary aim of the clinics was to provide health education and preventative care. Numerous screenings were offered, including blood pressure, glucose levels, cholesterol, flu shots, and vision exams. The project staff aimed to serve a minimum of 180 individuals at these clinics, and the target was exceeded, with 254 tribal members receiving screenings.

The third project component was to design health-related pamphlets and brochures and disseminate them at tribal community meetings. Project staff originally had planned to design and customize the educational materials to make them culturally appropriate, but they later decided that using existing health education materials would be more pragmatic and cost-effective. To disseminate the materials, the project team attended community meetings, providing the materials to 357 tribal members. This significantly exceeded the pre-project goal of 200 tribal members receiving health education resources.

Lastly, project staff created a health advisory committee for the tribe, consisting of three RNs, an outreach coordinator, and a health care consultant. This committee conducted an ongoing evaluation of community health needs, exchanged contact information, and coordinated the deployment of a mobile health unit staffed with a physician and an RN to provide additional screenings, treatment, and prescriptions for community members.

OUTCOMES AND COMMUNITY IMPACT

Project staff stated that the project had a significant, positive impact on the Coharie Tribal community. First and foremost, free medical services provided to 171 tribal members obviated many unnecessary and costly emergency room visits; free medical treatment was provided to all recipients, the vast majority of whom did not have health insurance or other financial resources to pay for these services. Moreover, home visits resulted in critical references to physicians for eight cases in which recipients had serious health conditions requiring additional care. In these cases, recipients stated that they were not aware of the severity of their conditions and that if not for the home visit they likely would not have received any form of treatment.

Additionally, according to project staff, the health screening clinics, mobile units, and dissemination of health education materials were highly effective in raising awareness of behavioral determinants of health, promoting health literacy, and communicating the importance of preventative care for all tribal members, particularly elders and youth.

EASTERN BAND OF CHEROKEE INDIANS



Project Title:	Fisheries and Wildlife Digital Permitting System
Award Amount:	\$213,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- \$73,530 in resources leveraged
- 32 individuals trained
- 33 partnerships formed

BACKGROUND

The Eastern Band of Cherokee Indians (EBCI) is a federally recognized tribe with approximately 14,000 members. EBCI operates a trout fishing program in its waters through the tribe’s Fisheries and Wildlife Management Program. This program offers residents and visitors opportunities to fish mountain streams that are stocked regularly with trout from the tribe’s hatchery.

Prior to this project, the Fisheries and Wildlife Management Program had been utilizing a paper permitting process to sell fishing licenses. These paper permits were sold by authorized vendors (local business partners, such as tackle shops and gas stations) and the revenue earned was submitted to EBCI. However, considerable deficiencies in this system, such as lost paperwork and inconsistent tracking, often have delayed or prevented collections. This has resulted in significant uncollected revenue for the tribe.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop and implement an electronic fishing permitting system and website in order to collect tribal revenue more efficiently.

The first objective was to obtain, install, and implement use of 30 electronic permitting units and associated equipment at existing vendor sites. Several tribal departments collaborated in the development of a Request for Proposal (RFP) to find a contractor to install the units, train vendors on how to use the permitting system, and to build the accompanying website. The Millennium Group won the bid process to perform these tasks and, according to the project director, has a strong track record working with state and private contractors in developing and managing electronic fishing permit systems.

The project team purchased 38 total units (which included computers, monitors, and accessories) for use in the following ways: 30 units were designated for vendors to sell fishing permits, two units were assigned to the contractor to provide technical support, one unit was used by the Fisheries and Wildlife Management Program, and five

spares were to be used as back-up units in case of technical problems. Training on the new computer systems and software was given to vendors in groups, followed by individual sessions to reinforce proficiency. Each vendor was given an incentive in the form of an 8 percent commission for each permit sold.

The second objective was to establish a website for the Fisheries and Wildlife Program that would inform vendors and customers of opportunities within the program, fee schedules, and electronic permitting. The contractor developed the website, which also was intended to function as an e-permitting portal.

OUTCOMES AND COMMUNITY IMPACT

The project team was fully successful in converting the paper permit system into an electronic one and creating an associated website. Electronic permitting systems were installed at the facilities of 29 vendors by the end of the project period. Each of these vendors had been trained to proficiency in the use of these systems, and the grantee expected several more vendors to sign up by the beginning of the next fishing season. According to project staff, the new permitting system has expedited payment to vendors, offers more accurate monitoring and evaluation, and ensures far greater efficiency in collection of tribal revenue.

The official website was developed and brought online by the end of the project period. The website includes tribal fishing regulations, a map of streams located on the tribe's lands, and a brief history of fishing on the reservation. The new permit website will be linked to other tribal websites after the project period. The grantee had 2,600 customers registered on the new website by the end of the project period. The database is customized and a license for use of the

software was issued by the project's contractor to EBCI. A 10-year contract has been signed between the Millennium Group and EBCI that entails system maintenance, troubleshooting, and technical support, and allows for a one-time upgrade of the entire permitting hardware system.

The new electronic permitting system provides accountability and predictable income, as the tribe is guaranteed payment from vendors by the 10th day of each month. Vendors are required to turn in revenue beyond the 8 percent that they keep and will no longer be able to sell fishing permits if they do not submit revenue. Lastly, the Fisheries and Wildlife Management Program has reduced time and complications associated with issuing permits manually, improved its management of customer and transaction data, and increased revenue for the tribe. Due to the 10-year contract between EBCI and the contractor, the capacity gained from this project will be sustainable for at least a decade.

“The new process is more efficient, saves time, and guarantees timely payment to the tribe. Accountability is improved tenfold.”

- Robert Blankenship, Project Director

OCCANEECHI BAND OF THE SAPONI NATION



Project Title:	Occaneechi Homeland Preservation Project: Phase III
Award Amount:	\$129,766
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 business created
- 40 elders involved
- 20 youth involved
- \$11,541 in revenue generated
- \$29,418 in resources leveraged
- 35 individuals trained
- 25 partnerships formed

BACKGROUND

The Occaneechi Indian Tribe lives predominantly in the rural area of northeast Alamance County, a few miles north of the town of Mebane in central North Carolina. The tribe has 829 members, and though it is not federally recognized, it received recognition from the State of North Carolina in 2002. The tribe historically has relied on the production of tobacco as a cash crop, but tobacco sales have declined precipitously in recent years. As a result, many tribal members are selling land that has been in their families for generations and are looking elsewhere for income.

PURPOSE AND OBJECTIVES

The purpose of the project was twofold: to stimulate the tribal economy in an effort to achieve economic self-sufficiency and to promote cultural awareness about the tribe. The project proposed the creation of an authentic 1940s era farm that would serve to increase tourism, resulting in revenue for the tribe and increased cultural awareness for visitors.

The first objective was to enhance further the Occaneechi Tribe's existing Heritage Tourism Program by creating a 1940s era Occaneechi Farm on the tribe's land while utilizing tribal members to help plan the layout, prepare the site, and renovate donated structures. On the site, the project team planned to create a smoke house, corn crib, and tenant farm house from the 1940s era. Tribal members, including elders, helped plan the layout of the farm house, contributed old photographs, and provided input from memories of farm life. In an effort to reconstruct the farm accurately, the project team hired two consultants to interview 75 elders and gather input on the technology and mode of rural living during that time period. Project staff partnered with

several community organizations, visitor centers, and convention bureaus to promote the heritage site, and partnered with the University of North Carolina at Chapel Hill for cultural resources used in the project.

The North Carolina American Indian Economic Development Initiative provided the project team with a business plan, and the Duke School of Forestry donated several small historical buildings. However, anticipated revenues from the project have not been realized because many of the historical buildings that will comprise the farm are not fully built or have not yet been transported to the site. Project staff members indicated that in some cases they did not have the equipment or expertise to reassemble these buildings. Given these obstacles, the project team was not able to fully complete this objective.

The second objective was to train at least 15 tribal members to work effectively with the 1940s heritage farm component of the tribe's Heritage Tourism Program. However, only five tribal members received the full allotment of training (20-24 total hours) for work on the project. Another 15 individuals were partially trained and received approximately eight hours of training each. Additional historical training was provided by the University of North Carolina's Archaeology Department. All trainings were provided at the tribe's 1940s era farm site.

Project staff encountered three major challenges in implementing the project. The first challenge was an underestimate of the overall project cost. This resulted in insufficient funds to complete several activities, including the creation of a smoke house, corn crib, and tenant farm house.

Carpentry skills featuring custom wood cuts were required to refurbish and reassemble the old farm house buildings. Project staff encountered a challenge hiring a carpenter

for this work and thus the project was unable to complete renovations.

The third challenge was an unexpected change in leadership midway through the project. The original project director developed a serious health challenge which necessitated the hiring of a new project director. However, the new project director did not have as much time to donate to the project, which resulted in a lack of coordination on project activities. In the end, project staff was not able to fully overcome these challenges, as evidenced by the fact that they were unable to successfully complete project objectives.

OUTCOMES AND COMMUNITY IMPACT

Trainees increased their knowledge of tribal history and culture through training in modern tribal legal, social, and political issues, as well as economic history, language, and culture. However, this proliferation of cultural awareness was somewhat limited as the number of school children visiting the site experienced a significant downturn, from 1,000 in 2008 to 310 in 2010. Program staff attributed this decrease in attendance to the recession in the national and local economies.

Despite several setbacks, the project team still hopes to complete the heritage site, including the 1940s era farm, by spring 2011. Project staff members expressed confidence that the original objectives of this project will be possible to achieve when the economic climate improves. In the meantime, the project team has secured vital community and political support to continue project activities, and plan to do so upon securing new funding.

BOYS AND GIRLS CLUB OF THE THREE AFFILIATED TRIBES



Project Title:	Northern Lights Wellness Program
Award Amount:	\$562,948
Type of Grant:	Social and Economic Development
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- 10 elders involved
- 200 youth involved
- \$101,816 in resources leveraged
- 2 individuals trained
- 30 partnerships formed

BACKGROUND

The Three Affiliated Tribes consist of the Mandan, Hidatsa, and the Arikara Nations, who reside on the Fort Berthold Indian Reservation in west central North Dakota. In 1951, after massive flooding of the Missouri River, the tribe moved to New Town, ND to enable the Army Corps of Engineers to build the Garrison Dam. Traditional subsistence activities were lost as families were forced to liquidate assets including farms and ranches.

The Boys and Girls Club of the Three Affiliated Tribes was established in 2001 to provide a safe place for youth to develop ongoing relationships with caring adult professionals, and participate in life enhancing programs and character development experiences.

The project was designed to serve the North Segment community, where a large percentage of students come from single parent homes, the unemployment rate is 39 percent, and the Indian Health Service estimates the diabetes rate to be 15 percent.

PURPOSE AND OBJECTIVES

The project's purpose was to provide comprehensive and therapeutic holistic health and wellness services for youth, their families, and elders, to include physical, mental, and cultural services aimed at improving family wellness.

The project's first objective was to provide health and wellness services for a minimum of 80 youth between the ages of five and 18 and their parents and/or grandparents. Services were to be tailored to individual needs, with 50 percent of participants demonstrating a decrease in obesity. Project staff launched a recruitment campaign which included the development of television and radio public service announcements, production of brochures, local newspaper ads, and recruitment at schools, youth events, Boys and Girls Club activities, and referrals. In the first year, 74 applications were submitted; 40 participants

were selected; and 35 went on to graduate from the program. In the second year, full enrollment of 40 participants also was achieved, and some interested individuals were turned away due to lack of space in the program.

Project staff conducted intake physicals to measure height, weight, cholesterol, blood sugar, and fitness levels. Routine monthly follow ups were conducted with all participants. Project staff conducted healthy eating, cooking, and nutrition classes; Antonio Borja, a professional Ecuadorian soccer player, held youth soccer clinics. Project staff partnered with the Fort Berthold Diabetes Project to purchase 13 pieces of exercise equipment and measurement tools.

While the project did not reach the goal of decreasing obesity in 50 percent of participants, all participants received positive benefits from the project, including increased self esteem, physical activity, cultural awareness, and better eating habits. In the second year of the project, over half of the participants decreased a minimum of one measurement in BMI, body fat percentage, or weight. Project staff noted that the original goal was unrealistic since they were working with a youth population who are growing rapidly.

The project's second objective was to provide a mental health component including cultural counseling and traditional activities to project participants. Project staff held cultural activities including spiritual ceremonies, ground blessings, sweat lodges, talking circles, smudging, and name giving ceremonies. Additionally, each project staff was assigned a student to mentor. Project staff also coordinated with other youth programs to hold summer wellness camps for over 200 youth participants.

OUTCOMES AND COMMUNITY IMPACT

Project staff set up activities designed to engage entire families, thereby creating opportunities for inter-generational participation, which strengthened families and expanded the project impact. Elders involved in the project expressed the importance of feeling valued and respected. One elder beneficiary commented, "I enjoyed teaching manners to the youth." Family participants grew closer as they exercised together and participated in project activities. A father involved in the project with his two daughters stated that project activities helped the family to deal with the loss of loved family members. Through cultural activities, the family processed grief together, and established new bonds through developing healthy eating and exercise habits.

Project staff built upon three existing partnerships and developed 27 new partnerships. The involvement of diverse partners engaged the entire community in project activities. Additionally, the project received significant local press coverage.

According to project staff, the greatest impact was observed in youth participants. Lila Wells, Project Health and Nutrition Director, stated, "Youth became more culturally aware. Their sense of identity became stronger, and their self-confidence grew."

"Our greatest pride is the 84 pounds lost by one young man who participated in both years."

-Darian Morsette, Project Coordinator

STANDING ROCK SIOUX TRIBE



Project Title:	Wakanyeja Kin Wakanyan Woglakapi Ktelo! Project
Award Amount:	\$206,129
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2009
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 3 Native American consultants hired
- 20 elders involved
- 33 youth involved
- \$6,330 in resources leveraged
- 30 individuals trained
- 15 partnerships formed
- 1 language survey developed
- 990 language surveys completed

BACKGROUND

The Standing Rock Reservation, located in contiguous counties in North and South Dakota, has a land base of 2.3 million acres and a population of approximately 8,225. The Standing Rock Sioux Tribe (SRST) is comprised of the Hunkpapa Lakota, Santee Dakota, and Yanktonai Dakota, and is divided into nine political districts.

The SRST faces continued loss of the Lakota and Dakota language; at the start of the project, it was estimated that between two and 13 percent of the population speak the language fluently. Currently, the SRST

is providing resources to the K-12 system to enhance learning efforts with the Lakota/Dakota language; however, no early childhood language program exists.

PURPOSE AND OBJECTIVES

The project’s purpose was to establish a five-year strategic plan for a Lakota/Dakota language nesting project for the SRST’s children birth to five years old.

The project’s first objective was to generate a list of research encompassing what a successful early childhood language nest would look like, identify consultants and a design team, and conduct two site visits. Project staff hired four consultants and recruited 30 design team members representing each of the tribe’s nine districts. The design team developed language standards and created two immersion training programs for teachers, total physical response and content-based instruction. Additionally, project staff worked with consultants and the design team to develop a community language survey, and collected 990 responses. Two site visits were conducted to three schools in Montana and three schools in Minnesota.

Additionally, two Immersion Symposiums were held with attendance from 275 community members.

The project's second objective was to conduct eight meetings and three site visits, thereby creating community understanding and buy-in for language immersion. Five design team meetings were held in the first year and eight in the second year. Three site visits were conducted: the Navajo Nation Head Start programs and a Navajo immersion program in Arizona, Akwesasne Freedom Immersion School in New York, and an immersion program in Hilo, Hawaii. Project staff provided presentations to the rest of the design team members following each site visit. Then, the design team identified five elements for successful immersion schools: 1) schools should be small, 2) schools should have active support from parents and the community, 3) schools should operate largely through in-kind contributions, 4) everyone in the school should learn the language, and 5) classroom teachers need a background in early childhood development to be effective. The design team also determined it would be beneficial for a nonprofit to run the immersion program to insulate the language program from changing tribal leadership. Utilizing these findings, project staff secured the involvement of the tribal college as a vital part of the immersion program and the home for the first language nest.

The project's third objective was to develop and adopt a five-year strategic plan to create a language nest on the SRST reservation. Project staff completed the strategic plan in concert with the design team, highlighting two critical components found in successful immersion schools: 1) successful schools are small, and 2) successful schools have tremendous parent and community support.

The plan also acknowledges immersion schools often are weak in creating second language learners among young adults aged 18-20, and that adults in this age group rarely provide continued support for immersion programs. As a result, the SRST strategic plan recommended requiring parents and guardians to make a commitment to learn the language through a master/apprentice program. Additionally, the plan proposed that each district take responsibility to initiate its own immersion school, thereby solidifying community support and buy-in. Finally, the strategic plan recommended a nonprofit be formed to support the nine districts as they developed and implemented each immersion school. The five-year strategic plan was approved by the Tribal Department of Education.

OUTCOMES AND COMMUNITY IMPACT

As a result of the project, the tribal community has a more broad-based, clear understanding of the value of language preservation and the way language immersion models operate. Because many community members were involved, there is a wider understanding of the complexities of language revitalization and the importance of community participation. The tribe has continued to support immersion efforts through the provision of materials.

Through the efforts of the design team, each district has at least one resource person who has been trained in successful immersion models. In addition, project staff produced a district readiness scale that will be very helpful in assessing strengths and weaknesses to be addressed within each district. The combination of these new resources and trained community members will be instrumental as each district moves forward to implement an immersion school.

EUCHEE TRIBE OF INDIANS



Project Title:	TahA Onk'a fA: We Carry the Euchee Language Further
Award Amount:	\$380,902
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 4 jobs created
- 8 elders involved
- 40 youth involved
- \$137,436 in resources leveraged
- 10 individuals trained
- 10 partnerships formed
- 6 language teachers trained
- 1,076 native language classes held
- 50 youth increased their ability to speak a native language
- 22 adults increased their ability to speak a native language
- 5 people achieved fluency in a native language

BACKGROUND

With a population of approximately 2,400, the Euchee (Yuchi) Tribe of Indians resides predominantly in the greater Tulsa area of Oklahoma. In the early nineteenth century the tribe was relocated forcibly from its original homeland in Tennessee, Georgia, and Alabama to the northeastern area of what is now Oklahoma. The Euchee Tribe

has maintained its language and culture over the years, but the number of Euchee speakers has declined in recent generations. Currently only six people still speak the language fluently, all of whom are tribal elders aged 80 and above.

PURPOSE AND OBJECTIVES

The purpose of this project was to preserve and revitalize the Euchee language, utilizing fluent elder speakers to teach young adult tribal members through immersion methods. Following their immersion training, these young adults would serve as 'language bearers,' teaching the language to younger tribal members. This approach was taken to involve tribal members predominantly in their twenties in the transfer of knowledge across a wide generational span, connecting Euchee children and young adults to the language of their heritage. Project staff served the additional purpose of providing ongoing native language exposure to the broader Euchee community.

The first objective of this project was to implement Master-Apprentice immersion language lessons, with fluent elders teaching Euchee to young adult language bearers. There were five elders and five language bearers involved in the lessons, which lasted

two hours each and took place five days per week over the project's entire two-year period. The content of the lessons was predominantly conversational Euchee, with an emphasis on practical, everyday topics. Elders monitored progress with input from an immersion linguist, who provided written evaluations for each language bearer on a bi-monthly basis.

The second objective was for the language bearers to take what they had learned from the lessons with elders and conduct immersion language lessons for tribal youth. These sessions were also two hours in duration and took place five days per week. There were 22 children and six to 10 teenagers present at each session. Again, the focus was on practical topics that could be used in everyday conversation. In order to keep the youth engaged, the language bearers created enjoyable activities to contextualize the immersion experience, such as games, cooking, sports, and scavenger hunts. Periodic oversight of these sessions was provided by the five elder speakers. This oversight gave the youth the opportunity to hear and learn directly from fluent Euchee speakers in an effort to ensure proper vocabulary, grammar, and pronunciation were not lost or distorted in the transfer of knowledge.

The final project objective was to develop a set of 10 audio and 10 video recordings of oral presentations performed by the children, language bearers, and elder speakers. To accomplish this, project staff videotaped and made audio recordings on a bi-monthly basis, until a set of 10 had been produced. These were made available to the entire tribe, thereby providing opportunities for language exposure and cultural inspiration for the entire community. Additionally, an immersion linguist conducted focus groups every six months in order to provide

qualitative monitoring of progress in community awareness and engagement with language revitalization.

OUTCOMES AND COMMUNITY IMPACT

Five young adult Euchee language learners greatly expanded their ability to speak the language, and all were able to serve as language bearers passing the language to the younger generation. Teaching what they just had learned reinforced the knowledge base of these young adults, and the younger generations were in turn able to learn and profoundly increase their proficiency in Euchee. The immersion linguist provided written evaluations that documented significant progress in all respects.

A set of 10 audio and 10 video recordings of oral presentations performed by the children, language bearers, and elder speakers was created successfully. These recordings demonstrated the growth in speaker proficiency over the course of time, and provided significant exposure to the language for the greater Euchee community. Feedback from focus groups suggested the recordings were received very positively by community members.

The teenagers in the program won several trophies at the Oklahoma Native American Youth Language Fair. Additionally, project staff members were able to get one of the youth's audio recordings broadcast on a local radio station's language program. According to the project director, this project had the additional benefit of keeping youth out of trouble by providing structure, a positive, encouraging environment, and a strong sense of accomplishment. According to project staff, members of all generations involved in this project expressed a deep sense of pride and connection to their native language and culture.

KAW NATION



Project Title:	Protecting the Environment of Kaw Nation
Award Amount:	\$93,698
Type of Grant:	Environmental
Project Period:	Sept. 2009 – Dec. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 12 elders involved
- 37 youth involved
- \$3,540 in resources leveraged
- 1 individual trained
- 9 partnerships formed
- 1 strategic environmental plan developed

BACKGROUND

In 2009, the Kaw Nation had a population of 3,033 members, with 671 residing in its service area. The service area encompasses the entirety of Kay County in northern Oklahoma, which spans 987 square miles, including 919 square miles of land and 68 square miles of water.

Within the Kaw Nation jurisdiction is Kaw Lake, which serves as the main water source for 100,000 individuals living in Kaw City and the surrounding areas. Tribal leaders saw a need to protect this valuable resource and address food industry safety concerns. In 2007, the Kaw Nation Environmental Department developed three environmental codes to regulate solid waste management,

underground storage tanks, and food safety in Kay County. Developing these codes was an important step in ensuring the health and safety of the Kaw Nation community. In 2009, Kaw Nation leaders recognized the need to develop a plan for implementation and enforcement of the codes.

PURPOSE AND OBJECTIVES

The purpose of the project was to strengthen the Kaw Nation’s capacity to protect its land, water, and air by creating an environmental strategic plan and establishing an inter-agency framework for cooperating with state and federal agencies to implement and enforce environmental codes.

The project’s first and only objective was to create a five-year environmental strategic plan and provide outreach on environmental protection to the 671 tribal members residing in the service area. To develop the plan, the Kaw Nation Environmental Department’s project planners intended to hire a project coordinator and an outreach coordinator. These individuals were expected to gather and integrate input from community members, tribal directors, the environmental department staff, and the nation’s Environmental Commission; this

information would be used to formulate the strategic plan. Unfortunately, planners were unable to fill the two positions for the first four months of the project, significantly hindering progress and necessitating the positions be rolled into one.

Once hired, the new project coordinator worked with the environment department director to solicit significant input from Kaw Nation tribal departments, the Kaw Nation Environmental Commission, and the USDA regional office. Project staff met with the Oklahoma Department of Wildlife Conservation and eight different tribal departments to present and discuss the strategic plan. In the fourth quarter of the project, a draft strategic plan was completed and sent to EPA regional staff for feedback. To achieve the project goal of integrating community input into the plan, project staff conducted outreach to elders and youth, sent out a newsletter and brochure informing the 671 tribal members of the environmental strategic plan's development and progress, and featured the strategic plan in a local newspaper.

By the end of the initial project period, the environmental strategic plan was 75 percent complete. Project staff requested a three-month no-cost extension to complete project activities. By the end of the extended project period, project staff had succeeded in developing a comprehensive strategic environmental plan clearly outlining the steps needed for implementation and enforcement of the solid waste storage, underground storage tanks, and food safety codes.

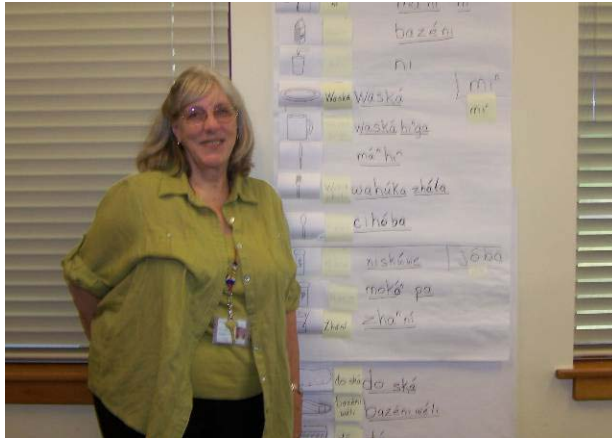
OUTCOMES AND COMMUNITY IMPACT

Through this project, the Kaw Nation Environmental Department developed relationships with state and federal agencies, greatly enhancing the tribe's ability to work

with these agencies on air, water, and land protection efforts in the future. Additionally, by utilizing partnerships established by project staff, the Environmental Department identified how to incorporate an alternative energy source development strategy into the five-year environmental strategic plan.

Project staff stated that developing an action plan for enforcing and implementing environmental codes was critical in strengthening the Environmental Department's capacity. Through this project, the department has developed a clear strategy for protecting vital natural resources in the Kaw Nation's service area.

KAW NATION



Project Title:	Designing Materials to Teach Kanza Literacy through Historical Texts
Award Amount:	\$156,820
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 11 elders involved
- 3 youth involved
- \$18,513 in resources leveraged
- 4 partnerships formed

BACKGROUND

The Kaw Nation is one of five tribal nations, including the Quapaw, Omaha, Ponca, and Osage, making up the Dhegiha (“*they-GEE-hah*”) branch of the Mississippi Valley Siouan language family. Kaw territory once covered a large portion of present-day Kansas, and demographers estimate the tribe had approximately 3,000 members before the arrival of settlers. Various treaties and repeated incursions by settlers and soldiers dramatically reduced the size of Kaw territory until the early 1870s, when only a few acres remained near Council Grove, located between modern day Topeka and Wichita, Kansas. In 1873, the Kaw were relocated to Oklahoma. By 1900, fewer than 250 surviving members remained.

The Kaw language, also known as Kanza, consequently suffered a severe drop in usage. Among tribal members, this decline contributed to a lack of knowledge and identification with Kaw cultural heritage. Today, many tribal members are unfamiliar with Kanza. In 2008, of the 2,942 tribal members, only eight spoke Kanza as a second language and there were no fluent speakers.

PURPOSE AND OBJECTIVES

The project’s purpose was to increase Kanza linguistic awareness and Kaw cultural identity by creating a repository of knowledge available to tribal members. To accomplish this, project staff planned to convert existing written stories and tales recorded by 19th and 20th century fluent Kanza speakers into easily available and user-friendly material resources.

The project’s single objective was to annotate 10 texts with vocabulary lists and selected grammatical explanations to create a graded reader, and record the 10 texts as a companion CD to promote literacy in the Kanza language. Project staff began by collecting 31 Kanza texts and working with

project partners to put the texts into a uniform orthography, with similar spelling, punctuation, emphasis, symbols, and grammar rules. Project partners included Dr. Robert Rankin, a historical linguist who compiled a unique set of field recordings of the last fluent Kanza speaker in the 1970s, a Community Advisory Group (CAG), comprised of five tribal members, and other local language scholars and tribal members. To ensure appropriate translation and accurate annotation in the texts, Robert Rankin, project linguist, and Justin McBride, project director, traveled to the Smithsonian Institution in Washington, D.C. to conduct historical research. This ensured that future users of the texts and graded readers would be furnished with accurate, useful tools for learning about the Kaw language and culture.

During the two-year project period, the project team transposed 31 histories and tales into formats useful for language learners and students of Kaw culture, organizing the texts into a cogent, user-friendly repository, and providing translations for each text. From these 31 texts, they selected 10, based on subject matter and accessibility to readers, for as-is-use in the graded reader. The CAG met quarterly to review the materials, edit content, test for comprehensibility, and gauge whether the materials succeeded in guiding users toward literacy in Kanza. In putting together the guided reader, the project team made efforts to ensure that prospective language learners could understand basic grammar, vocabulary, and plot for each text. Using the 10 texts selected for the reader, the project team also developed a CD recording of each text.

OUTCOMES AND COMMUNITY IMPACT

The project team converted 31 highly-valued histories and treasured stories into a form tribal members can use, in perpetuity,

to connect with their language and culture. The graded reader includes 10 texts, with 10 comprehensive exercises for Kaw language learners. According to project staff, the Kaw community contributed significantly to this project; in particular, the CAG ensured community ownership of the process and the final products.

The compilation of Kanza texts, and the knowledge they provide about Kaw cultural traditions, is now available to all members of the Kaw tribal community. Project staff intends to continue their efforts to preserve and perpetuate the language with the production of a Kaw language dictionary and other resources for the community.

MIAMI TRIBE OF OKLAHOMA



Project Title:	Healthy Indoor Environments
Award Amount:	\$106,696
Type of Grant:	Environmental
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 20 elders involved
- 125 youth involved
- \$54,390 in resources leveraged
- 1 individual trained
- 10 partnerships formed

BACKGROUND

The Miami Tribe of Oklahoma is a federally recognized tribe located in Ottawa County, Oklahoma. Within the past two years, an ice storm, flood, and tornado have struck the county, initiating three federal disaster declarations. These natural disasters have left a wake of building and property damage from which the area still has not recovered fully. As a result, many buildings in the area have substandard indoor air quality and/or insulation due to unrepaired walls, roofs, and floors. Water damage to structures exposes inhabitants to mold,

mildew, bacteria, and other harmful particles.

Additionally, many tribal homes are located dangerously close to the Tar Creek Superfund Site, from which winds carry lead dust contaminating the soil and air. Families with poorly ventilated homes are at risk of continually breathing toxic air until ventilation/pollutant assessments are conducted and remediation plans are developed. Prior to this project, the tribe did not have an environmental program in place to address these problems and ensure safe indoor air quality for its members.

PURPOSE AND OBJECTIVES

The purpose of this project was to create and conduct a sustainable environmental program to examine, monitor, and promote awareness of the environmental issues related to indoor air quality, and to reduce the associated health risks to tribal members.

The first objective of the project was to produce 10 policies and procedures relating to indoor air quality, and to create educational materials informing tribal members of potential environmental risks and ways of mitigating these risks. Project staff drafted, revised, and completed these policies and procedures, based largely on information presented at American Lung Association trainings. The policies and procedures provided guidance to tribal members on best practices for maintaining optimal indoor air quality in homes and other tribal facilities. After completing the policies and procedures, project staff submitted them to the Tribal Business Committee for formal approval.

Next, the project team developed three educational materials, including an adult brochure, a youth brochure, and an informational poster. Taken from pre-existing sources, such as EPA pamphlets, and adapted for cultural appropriateness, the resources contained information to educate tribal members about the possible risks of poor indoor air quality and steps to be taken to ameliorate its effects. Project staff printed and distributed 2,000 adult and 1,000 youth brochures, enough for every household in the community, and displayed 100 informational posters in prominent community settings.

The second objective was to conduct air quality assessments of five homes owned by tribal members, and to create a customized remediation plan for each. Project staff posted a public sign-up sheet in a community cafeteria and selected five homes deemed to have the most pressing needs for assessment. Each air quality assessment consisted of three phases: screening, testing, and remediation. The screening and testing phases involved taking

air samples and running diagnostic tests, including thermal imaging, blower-door tests for insulation, duct tests, and lead/radon measurements. The remediation phase involved analyzing the assessments and providing detailed instructions to homeowners regarding what steps they could take to promote safe indoor air quality in their homes.

OUTCOMES AND COMMUNITY IMPACT

The educational materials have enhanced significantly tribal members' understanding of potential health hazards related to indoor air quality. The increased awareness was especially meaningful for tribal elders, many of whom are primary caretakers of youth. Prior to this project, many were unaware of potential health risks related to indoor air quality. Now, they are better able to provide healthy environments for themselves and the children for whom they care.

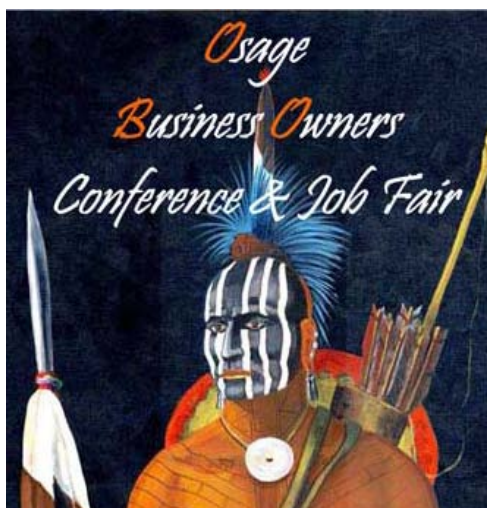
From the air quality assessments, project staff concluded that health challenges of several community members were directly attributable to poor indoor air quality. The five tribal households receiving assessments benefited significantly by gaining an understanding of potential air quality hazards in their homes. Project staff is optimistic that if these community members adhere to the remediation plans with which they have been provided, they are likely to experience notable improvements in personal health.

Lastly, project staff developed their capacity to understand the relationship between health challenges and the physical properties of building materials in houses and other tribal facilities. With this knowledge comes the ability to take proactive steps to circumvent these health challenges to a greater degree than ever before.

“The tribe is now able to identify the correlation between building dynamics and personal health, and to take steps to mitigate the resulting health challenges of its community members.”

- Roger Nagl, Project Director

OSAGE NATION



Project Title:	Creating a Self-Sufficient Economic and Business Environment
Award Amount:	\$253,603
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Dec. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 2 Native American consultants hired
- 73 youth involved
- \$9,600 in resources leveraged
- 89 individuals trained
- 10 partnerships formed
- 2 governance codes/ordinances developed

BACKGROUND

The Osage Reservation, with 1.5 million acres, borders Osage County, the largest county in Oklahoma. Over 10,000 Native Americans live in the county, comprising 25 percent of its population. Many reside in isolated, rural areas with few employment opportunities, and must commute outside the county to Tulsa, Ponca City, or Bartlesville for employment.

With an eye on the long-term development of the reservation, the Osage Nation held a community strategy summit in 2007 to gather input on how to promote the economic and social well-being of the

reservation. In response to the community needs presented, the Osage Nation created a 25-year strategic plan for the reservation, highlighting six focus areas, including economic development.

PURPOSE AND OBJECTIVES

The purpose of the project was to build a foundation for economic growth on the Osage Reservation by creating an infrastructure for economic prosperity and support for community members to become more self-sufficient.

The first objective was to develop a five-year economic development plan during the first year of the project. To create the plan, project staff intended to hire an economic development specialist, who would spearhead the effort. Unfortunately, the project team had difficulty hiring an appropriate person for this position. Nonetheless, project staff moved forward, producing a report assessing the strengths and weaknesses of the Osage Nation economy, and identifying which businesses were successful on the reservation and in tribal communities. To facilitate the business community's input in the plan,

project staff also began building an Advisory Committee by establishing partnerships with organizations and financial and business training schools. Staff also formed partnerships with the Osage Nation Tax Commission, Osage Nation LLC, and the Tri County Technology Center.

Due to delays in hiring the economic development specialist, the project team did not complete the entire plan by the end of the project period. Though the project received a no-cost extension to finish the task, a newly-elected tribal government opted to handle the task instead, addressing these community priorities outside of the ANA-funded project.

In addition to beginning the five-year plan, the tribe also held the successful Osage Business Owners Conference and Job Fair, attended by 300 Osage and non-Osage participants. The goal of the conference was to teach reservation businesses how to contract with Osage Nation and compete for the \$80 million that the tribe spends on products and services each year. Procurement representatives from Osage Nation facilitated dialogue with business owners at the conference on how to streamline the procurement process to make it easier for local businesses to contract with Osage Nation.

The second objective, to be carried out in year two, was to provide financial literacy training to 60 tribal members, including youth, elders, young parents, and individuals with disabilities. Project staff partnered with Osage Nation Education Department staff to provide financial literacy training to 73 young tribal members in two workshops. The project staff was not able to provide training to elders, young parents, and individuals with disabilities during the project period, but reached out to these

groups through advertisements and other recruitment efforts for future training sessions.

The third project objective was to provide entrepreneurship training to 15 tribal members interested in starting their own businesses. To complete this objective, Osage Nation entered into a memorandum of agreement with the Tri-County Technology center to provide industry-based entrepreneurship training to 15 tribal members for an “Osage Nation Entrepreneurs Boot Camp.” All 15 members completed the boot camp, which provided training on how to create a detailed start-up business plan, including an outline for the first year of operations, estimated revenue, competitive analysis, and marketing strategy.

OUTCOMES AND COMMUNITY IMPACT

Though the project team was unable to complete a five-year strategic plan, the project aided the Osage Nation in making significant progress in establishing a foundation for economic growth on the reservation. By providing outreach to local businesses, the project team helped facilitate the growth of private enterprise and self-sufficiency in the community. In addition, the project team succeeded in identifying potential grant-based funding sources for economic development projects on the reservation.

By providing financial literacy workshops, entrepreneurship training, and networking opportunities, project staff also developed the entrepreneurial, financial, and management capacity of community members. Through this training, strategic planning, and formation of partnerships, the Osage Nation has taken a proactive approach to stimulating growth in the reservation’s economy.

OTOE-MISSOURIA TRIBE OF INDIANS



Project Title:	Otoe-Missouria Tribal Information Office Start-up
Award Amount:	\$161,290
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- \$58,850 in resources leveraged
- 15 partnerships formed

BACKGROUND

The Otoe-Missouria Tribe is a federally recognized tribe with 1,392 enrolled members in north central Oklahoma. Currently, only 44 percent of the tribe lives in the tribe’s service area, and the other 56 percent live elsewhere.

The tribe is represented by a seven-member Tribal Council, established in 1984 to transact business and represent the tribe in all political, economic, and social matters. In recent years, the Tribal Council has sought to enhance the delivery of services to tribal members, expand business opportunities, develop codes to lower the required blood quantum levels required for tribal membership, and develop a Domestic Violence code.

In a community needs assessment from January, 2008, tribal members identified insufficient communication between the Council and members as a matter of

concern. From this, the council recognized the importance of receiving input from the local and broader tribal communities as a top priority, hoping to ensure all members of the community have a chance to provide input before council decisions are made. • 5 Native American

PURPOSE AND OBJECTIVES

The project’s purpose was to establish a public information office to increase communication between the tribal government and tribal community, strengthening the ability of the council and tribal leaders to govern.

The first objective was to open a public information office, and to provide tribal members access to tribe-wide discussions facilitated by the new office on proposed changes in enrollment rules. To accomplish this, the tribe’s human resource director hired an information officer and purchased IT equipment and supplies needed for the new office. Once the public information office was running, the information officer conducted a focus group, held community meetings, and distributed surveys to assess community sentiment towards the proposed changes in enrollment rules. In addition, the Tribal Council Secretary and public information officer distributed mailings to

tribal members and established a website, providing further information on proposed amendments. These communication methods proved effective in reaching over 1,850 tribal members.

The second objective was to expand public information office outreach to all community members on a routine basis. To achieve this objective, project staff worked with an independent design firm to upgrade the website to include necessary forms, event invitations, important dates, and access to video footage of Tribal Council meetings. By the end of the project period, the site had received over 15,000 visits. To further increase the public information office's outreach, the project team established a mailing contact list and began quarterly production and distribution of newsletters.

The third objective was to make 51 percent of the tribal membership aware of the processes for providing input to the Tribal Council and how to access tribal programs. To meet this objective, project staff established the role of ombudsman, the primary communication conduit between the Tribal Council and tribal members, within the public information office. Through flyers, newsletters, mailings, and the tribe's website, the public information office informed tribal members of the ombudsman's contact information. During the second year of the project, 351 people contacted the ombudsman to communicate their complaints, issues, questions, and compliments, indicating an awareness of the process for community input. In addition to the ombudsman, the website effectively informed tribal members how to provide input; by the end of the project period, according to project staff, at least half of the

tribal community was accessing needed information from the tribe's website.

OUTCOMES AND COMMUNITY IMPACT

Currently, 100 percent of tribal programs receive and disseminate information through the public information office, effectively utilizing various tools of the office to communicate with the public. All tribal programs have provided information to the quarterly newsletters, and several tribal programs have disseminated surveys through the public information office to gauge interest in their programs, with the response rate reaching 50 percent for some surveys.

The public information office has improved immensely the communication between tribal members and the tribal government, as well as communication between the various tribally-run programs. A lasting impact of this project is the establishment of monthly meetings between the ombudsman and the directors of tribal programs. At these meetings, directors discuss how they can address community concerns brought forth by the ombudsman. This has led to new policies and procedures, improving internal communication, and increasing interdepartmental collaboration. According to project staff, the streamlining of efforts and enhanced communication already has done much to improve the quality of services provided by the tribe to its members.

UNITED KEETOOWAH BAND OF CHEROKEE INDIANS IN OKLAHOMA



Project Title:	UKB Mentoring Emerging Leaders Destiny
Award Amount:	\$315,886
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 6 Native American consultants hired
- \$32,046 in resources leveraged
- 83 individuals trained
- 10 partnerships formed

BACKGROUND

The United Keetoowah Band of Cherokee Indians in Oklahoma (UKB) is based in Tahlequah, and its 12,526 members are dispersed through nine districts in a 14 county area in northeastern Oklahoma. In comparison to the general population in that area, a disproportionate percentage of tribal members are economically distressed due to unemployment or underemployment. Prior to the project, the tribe had no program in place to address the lack of professional development opportunities and low employment status of its members. Tribal leaders therefore felt a pressing need to increase vocational, business, leadership, and professional opportunities.

PURPOSE AND OBJECTIVES

The purpose of this project was to address tribal employment and professional

development needs by creating the Mentoring Emerging Leaders Destiny (MELD) program, in which tribal members could develop leadership and professional skill sets under the tutelage of tribal members already employed by the tribe. This statement of purpose doubled as the project’s lone objective, which was to be completed over a two-year period.

Project staff publicized the program via the tribe’s newspaper, website, and word of mouth. Once publicized, project staff utilized a competitive placement process through which all interested tribal members were welcome and encouraged to apply.

Project staff selected 33 total participants for the MELD program, with 18 matriculating in year one and 15 in year two. Sixteen participants completed all modules in their entirety, with nine participants finishing in year one and seven concluding in year two.

Although the project had a two-year duration, project staff divided the MELD program into two separate one-year segments. Each year consisted of rotating internship modules in which participants were placed at job sites for six weeks at a time, 40 hours per week. Each office only had one intern at a time, thus maximizing

each participant’s professional development. The tribal departments that hosted interns included the offices of accounting, education, library, family services and domestic violence counseling, gaming commission, grants management, housing administration, language and culture, human services, tribal casino, information technology, and elderly care. In addition to the internship modules, project staff members hosted and/or partnered with external agencies to provide nine specialized professional development workshops and trainings throughout each project period.

OUTCOMES AND COMMUNITY IMPACT

The project director stated that all participants who completed the program felt the project had lasting value and many participants developed or enhanced diverse professional skill sets. Examples of the types of skills gained in the program include, but were not limited to, counseling, teaching, carpentry, and administrative duties.

One program participant was able to successfully start her own nonprofit organization. This had been a lifelong dream of hers, and she stated that it never would have been possible without the guidance, support, and skills she received from this program. Her organization is now a registered 501(c)(3) called ‘Native Disparities No More.’

Of the nine individuals who completed the MELD program in year one, six gained employment, two enrolled in school full-time, and one went to a vocational technical program. Of the seven individuals who completed the program in year two, five gained employment and two enrolled in school full-time. All jobs secured by participants required skills gained from the program, and three of the participants were hired into a tribal department in which they

interned. None of these 16 individuals were employed when the program began, and only one had a degree.

“None of this would have been possible without having gone through the MELD program.”
Winona Johnson, MELD participant and founder of the nonprofit ‘Native Disparities No More’

CONFEDERATED TRIBES OF COOS, LOWER UMPQUA, AND SIUSLAW INDIANS



Project Title:	Tribal Construction Company Start-up Project
Award Amount:	\$198,526
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 15 jobs created
- 1 business created
- 8 elders involved
- 12 youth involved
- \$1,684,797 in revenue generated
- \$103,096 in resources leveraged
- 10 individuals trained
- 10 partnerships formed

BACKGROUND

The Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians (CTCLUSI) are the original inhabitants of the central and south-central coast of Oregon. The Tribes have 907 members, about half of whom live in the CTCLUSI’s five-county service area. Enrolled members include 643 Coos, 176 Lower Umpqua, and 88 Siuslaw Indians.

In the early 1850s, the CTCLUSI presided over a reservation of 1.6 million acres. Over the next 100 years, however, dishonored treaties, forced relocation, imprisonment, and termination resulted in the CTCLUSI having no federal recognition and virtually no land. In 1984, when the CTCLUSI’s

federal recognition was restored, their land holdings had been reduced to a mere 6.5 acres, on the site where the Tribal Hall was located. Between 1984 and 2005, the Tribes increased these holdings to 130 acres. In 2005, the U.S. government deeded the CTCLUSI the 43-acre former Coos Head Naval Facility, on which the CTCLUSI scheduled \$6 million in improvements to occur by 2012. To develop this land, rehabilitate the tribal land base, and diversify the economic base, tribal planners, including board members from the tribe’s business entity, the Blue Earth Federal Corporation (BEFC), decided to create a tribally-owned construction company, drafting a business plan in 2008.

PURPOSE AND OBJECTIVES

The purpose of this project was to develop the organizational capacity to operate a sustainable construction company. The first objective was to obtain the staffing, start-up equipment, and access to expertise necessary to initiate bidding on tribal projects. First, project planners recruited and hired a construction manager and clerical assistant and set up office space with phones, computers, and software. The new team then received training in job tracking,

bidding, and bookkeeping software. Next, the CTCLUSI Tribal Council provided a \$625,000 line of credit from the tribe's endowment fund, giving the new company the potential to act quickly should bidding opportunities arise.

As work progressed on objective one, the BEFC team worked concurrently on the second project objective, to acquire the licenses, certifications, and endorsements needed to run a viable construction company. After learning which licenses were needed to operate a tribal construction company from the Construction Contractors Board (CCB) of Oregon, the construction manager completed the application process and necessary CCB training to become a licensed general contractor for commercial and residential buildings, making it legal to begin bidding and working on projects in Oregon. Following this, he applied for and received a federal Central Contractor Registration (CCR) number and began working on the application process for Small Business Administration (SBA) 8(a) status, which is reserved for businesses owned by people from socially or economically disadvantaged groups. SBA 8(a) status enables businesses to access billions of dollars in federal contracts set aside for 8(a) firms and automatically qualifies them for Small Disadvantaged Business (SDB) certification. This authorizes a 10 percent price evaluation adjustment on federal contracts and HUB zone certification, permitting preferential access to federal procurement opportunities in historically underutilized business zones. Though this arduous certification process was not complete by the end of the project period, significant progress was made, and the project team was optimistic about receiving 8(a) status in early 2011.

Within six months of startup, the BEFC's new team had organized the company.

Next, the business manager reviewed bid criteria for all pending tribal projects, hired an eight-person crew, and began providing apprentice training for seven members of the crew. The company soon was awarded contracts for a waterline upgrade at Coos Head and the construction of three CTCLUSI Housing Project units.

OUTCOMES AND COMMUNITY IMPACT

Over the remainder of the project period, as the project manager continued working on 8(a) certification, the BEFC won nearly \$1.7 million in contracts from the tribe, the City of Coos Bay, and various private parties. Contracts included building and maintaining tribal housing units, renovating offices at a Coos Bay television station, renovating the tribal museum, repaving the parking lot of the tribal offices, upgrading the Coos Bay Boat Building Center and Community Center, demolishing dilapidated buildings and establishing a sewer line at Coos Head, and performing weatherization on elders' homes. These contracts, most of which are ongoing in 2011, have provided family wage jobs for the eight-person crew, two office staff members, the construction manager, and part-time work for four more crew members. Despite current economic conditions, the company, through this project, brought new jobs to the tribe. The BEFC spent over \$300,000 in the community, supporting and maintaining work for a local electrician and his apprentice and for many seasonal workers in the community.

Dick Clarkson, the BEFC manager, affirmed, "Once our company receives 8(a) status, we will be well-placed to win prime federal contracts. This, combined with our company's growing ability to outperform the competition, will provide tribal members with improved access to family wage jobs, higher household incomes, and greater opportunities for advancement."

CONFEDERATED TRIBES OF THE UMATILLA INDIAN RESERVATION



Project Title:	Coyote Business Park Master Development Plan
Award Amount:	\$305,911
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – March. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 32 jobs created
- 2 Native American consultants hired
- 20 elders involved
- \$8,000 in resources leveraged
- 2 individuals trained
- 15 partnerships formed
- 3 governance codes/ordinances developed
- 3 governance codes/ordinances implemented

BACKGROUND

Located in eastern Oregon, the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) are a union of the Cayuse, Umatilla and Walla Walla tribes. Of CTUIR’s 2,600 enrolled members, roughly 55 percent reside on or near the 172,000-acre reservation.

In 1994, the tribe opened the Wildhorse Casino and Resort, which lowered the tribal unemployment rate from 37 percent to the current rate of 17 percent. To diversify the tribal economy and continue job creation efforts, the tribe began development of the Coyote Business Park in 1998. The business

park consists of 37 acres zoned for commercial retail and 140 acres zoned for light industry, as well as completed utility service systems. The tribe secured an anchor tenant in 2006; however, the lack of additional tenant prospects led the Confederated Tribes to seek this project.

PURPOSE AND OBJECTIVES

The project’s purpose was to strengthen the tribe’s private sector by increasing the number of individual tribally-owned, tribal government owned, and select non-tribally owned businesses operating at Coyote Business Park.

The project’s first objective was to update applicable tribal laws to create a positive business environment at the business park. To complete the objective, project staff collaborated with the tribe’s legal department to update three tribal codes: the Land Development Code, the Tribal Employment Rights Office Tax Code, and the Tax Code. Staff presented the codes to the CTUIR Tribal Council, which approved all three codes.

The project’s second objective was to develop a plan, conceptual design drawings, and cost estimates for a small business incubator for tribally-owned businesses at

Coyote Business Park. During the project's start-up phase, staff conducted a needs assessment of tribal small businesses and discovered that a business incubator was not yet a feasible option. Additionally, there was no physical space available for the business incubator as the buildings were not yet constructed, and tribal members lacked the capital to do so. Staff completed the planned incubator design drawings and cost estimates, and will implement the plans when they become more feasible in the future. In collaboration with small tribally-owned businesses, staff also completed a Master Plan for the Reservation Small Business Economy, which the tribe's Board of Trustees approved and adopted.

The project's third objective was to complete three feasibility studies for potential new tribal enterprises at Coyote Business Park. Staff conducted research into developing a wide array of enterprises, including a market rate housing development, movie theater, daycare center, bowling alley, retail center, fuel distribution enterprise, and a grain elevator. Based on the research, staff proceeded with feasibility studies for the daycare center and fuel distribution enterprise.

The project's fourth objective was to develop at least one detailed business plan for a new tribal enterprise at Coyote Business Park. Staff completed business plans for the two feasibility studies they developed. The fuel distribution enterprise plan will build upon a current partnership between the tribe and the existing Arrowhead Plaza Fuel Stop across the street from the Coyote Business Park. The daycare expansion plan will increase the tribe's current daycare center which has outgrown its current capacity of 100 children. While staff was able to complete these two business plans, neither potential

enterprise would be located at the Coyote Business Park.

The project's fifth objective was to develop and implement a Coyote Business Park marketing strategy. Staff completed a marketing plan and brochure. From their subsequent outreach efforts, the tribe signed a letter of intent with Hansford Science & Engineering, which plans to construct a biodome structure to conduct research on wind power, biomass production, and various other environmental endeavors. In addition, responding to the potential of economic activity at the Coyote Business Park, the McDonald's company built a restaurant across from the business park within the project timeframe, which currently employs 12 tribal and 48 nontribal employees. The tribe receives 7.5 percent of all restaurant sales.

OUTCOMES AND COMMUNITY IMPACT

For CTUIR, the establishment of the McDonald's restaurant and the completion of two feasibility studies and business plans are seen as major steps towards an expanded tribal economy and a sign of progress that tribal efforts have resulted in unemployment reduction. These achievements, in addition to the completed small business incubator plan, establish CTUIR as an economic growth engine for the area. In addition, marketing the business park to potential clients and tenants has become easier because of the project activities of updating and revising tribal codes. Furthermore, the State of Oregon has certified Coyote Business Park as a Certified Industrial Site, the first and only such tribal site in Oregon, which will further bolster marketing efforts. To further sustain the project's momentum, CTUIR will retain and finance the marketing director position created by this project.

NATIVE WELLNESS INSTITUTE



Project Title:	A.N.T.- All Native Training
Award Amount:	\$877,606
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 9 Native American consultants hired
- 5 elders involved
- 7 youth involved
- \$121,950 in resources leveraged
- 5 individuals trained
- 16 partnerships formed

BACKGROUND

Many tribal communities confront discouraging social conditions that limit the ability of Native American adults and youth to initiate or maintain productive improvements in their behaviors and lifestyles. The Native Wellness Institute is a native nonprofit organization with a mission to foster the well-being of Native American people through programs and training embracing the teachings of their native ancestors.

The Native Wellness Institute successfully has provided customized training, technical assistance, and conference facilitation for tribes and tribal/intertribal organizations throughout the United States, in areas including health promotion and wellness, adult and youth leadership, healthy

parenting, cross-cultural communication, and conflict resolution.

PURPOSE AND OBJECTIVES

The Native Wellness Institute and tribal leaders from the Pacific Northwest cooperatively launched this project with the purpose of establishing culturally-relevant and wellness-focused training and skill building curricula. Focus areas of the curricula included: adult leadership, youth leadership, staff development, and improved life skills. The ultimate goal was to allow both adult and youth participants to initiate and maintain improvements in their behaviors, habits, and lifestyles leading to improved personal, familial, community, and workplace outcomes.

The project's first objective was to develop culturally-relevant curricula enhancing native adult and youth leadership skills, while facilitating the development of life skills, and promoting staff development for participating tribes. Project staff communicated with tribal leaders throughout the northwest to discuss the needs of their communities and utilized already-scheduled Native Wellness Institute events to garner suggestions and determine content for the development of the curricula. To ensure a comprehensive and useful curriculum,

project staff brought together a curriculum review team (CRT) of 24 individuals from several tribes and tribal organizations across the Pacific Northwest. The CRT reviewed each draft curriculum after it was drafted by the project staff. At the conclusion of the first year, project staff finalized the draft curricula.

Objective two was to test and use the newly developed curricula in at least five tribal communities. Due to budget restraints, the tribes that participated in the field-testing were mainly on the west coast, limiting the diversity of the audience; however, the participants of the field tests reacted favorably to each of the curricula.

Following the trainings, staff coordinated and held meetings with participants of the training and the CRT to elicit feedback on the curricula. Following the implementation of suggestions, a professional consultant firm evaluated the curricula in order to finalize for printing.

OUTCOMES AND COMMUNITY IMPACT

The Native Wellness Institute developed and produced four complete curricula including “Wellness in the Workplace,” “Native Life Empowerment,” “Native Youth Leadership,” and “Native Adult Leadership.” Project staff stated that these four curricula address the skills necessary to overcome some of the challenges that Native Americans face today.

The Native Wellness Institute laid the groundwork for implementing the curricula across the country by developing partnerships with 19 Tribes or other tribal groups that are ideal candidates for utilizing the curricula. With sustained effort, the staff at the Native Wellness Institute expressed that successful implementation of the curricula and improving the livelihood of

tribal people across the country is very likely.

“These curricula will stand the test of time and will continue to lead the next generations.”

Jillene Joseph, Executive Director

CONFEDERATED TRIBE OF SILETZ INDIANS


Project Title:	Siletz Tribal Language Project
Award Amount:	\$305,174
Type of Grant:	Language
Project Period:	Sept. 2008 - Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 2 Native American consultants hired
- 12 elders involved
- 281 youth involved
- \$128,473 in resources leveraged
- 1 individual trained
- 12 partnerships formed
- 1 language survey developed
- 28 language surveys completed
- 8 language teachers trained
- 7 native language classes held
- 281 youth increased their ability to speak a native language
- 14 adults increased their ability to speak a native language

BACKGROUND

The Confederated Tribe of Siletz Indians is a federally recognized tribe located in Oregon. Since 1970, the tribe has lost an estimated 90 percent of its language speakers, with currently only seven speakers remaining in the Siletz community. The

tribe has offered community language classes since the inception of the Siletz language program in 2003. Since the tribe does not have a language curriculum, it has had difficulty providing classes to school-age children.

PURPOSE AND OBJECTIVES

The purpose of the project was to build the tribe's capacity to provide language instruction, by developing and testing curriculum modules, teachers' guides and teaching materials, and electronic tools for instruction. The project focused on developing curricula for school-age children, increasing the language learning audience, and sharing the Siletz culture and language with the tribe's youngest members.

The two-year project included three objectives. The first objective was to develop a curriculum package for students from Head Start to fifth grade that included 48 separate lessons. The curriculum developer and Siletz Tribal language director, along with an advisory group comprised of tribal elders, worked together to develop an easy-to-use curriculum that could be integrated across subject areas and would meet state curriculum standards. To

complete this objective, project staff assessed teachers' prior knowledge of Siletz culture and language, researched Siletz language acquisition, developed classroom activities for each grade level that included teacher instructions on how to implement the activity, and composed songs and stories in the Siletz language to reinforce classroom instructional activities. Elders and teachers reviewed all curriculum units. Following the review, project staff adjusted the curricula accordingly and finalized 190 lessons, greatly exceeding the originally planned 48 lessons.

Objective two was to develop instructor guides and teaching materials, including media files. Utilizing resources gathered during the curriculum development phase, project staff produced instructional materials for teachers, including audio and video files to be used as resource tools both in the newly developed curriculum and on an interactive website supporting language learning at home. Despite challenges with the network server, the project team was able to develop the website and produce 116 media support files for use in the curriculum. The website will house all components of the Siletz Tribal Language Project, allowing the curriculum to be completely portable and accessible to tribal members across the world.

The third objective was to test the curriculum with teachers. To accomplish this, project staff observed and tested teachers in the proper utilization of the materials. They also conducted student assessments as a means to test the efficacy of the curriculum.

OUTCOMES AND COMMUNITY IMPACT

Siletz Tribal Language Project staff produced a comprehensive curriculum with 190 lessons developed for students in Head

Start through fifth grade, as well as a website that enables students and community members to learn from home. Utilizing the curriculum and other tools created during the project period, the team was able to share the language and culture of the Siletz people with 281 children in the community. According to staff, the project has contributed to a notable increase in the cultural pride of participating students, and teachers at the tribal school have expressed a sense of rejuvenation. The children often took these lessons home, helping to instill a greater sense of pride and cultural awareness in their families. Awareness of the language program and interest in learning the language also has increased among community members, as evidenced by a 10 percent increase in community language class attendance.

“We have taken the first step in sharing the language with our children, whom will in turn share the language with their children.”

Cova St. Onge, Language Coordinator

SAN VICENTE ELEMENTARY SCHOOL COMMUNITY BASED MANAGEMENT



Project Title:	San Vicente Elementary School Aquaculture Science and Self Reliance Project
Award Amount:	\$571,124
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 7 jobs created
- 11 elders involved
- 745 youth involved
- \$3,065 in revenue generated
- \$334,664 in resources leveraged
- 47 individuals trained
- 36 partnerships formed

BACKGROUND

According to the 2005 Nation's Report Card, the amount of money spent on education per pupil in the Commonwealth of the Northern Mariana Islands (CNMI) was \$4,237, which was lower than any other U.S. state, territory, or commonwealth. In 2007, government revenues in Saipan dipped from an annual \$245 million to \$160 million, stoking fears of further cuts to education funding. The economic recession has hit the town of San Vicente hard, with many people taking pay cuts and losing jobs. San Vicente Elementary School (SVES), one of 11 elementary schools in the CNMI, has eliminated several positions, including those of the science resource teacher, several

teacher's aides, and support staff. In addition, many educated San Vicente community members have left for the U.S. mainland, where there are more economic opportunities for families. From 1999-2008, San Vicente Elementary School's student population declined from 1,113 to 745.

PURPOSE AND OBJECTIVES

The purpose of this project was to utilize the SVES Aquaculture Science Center (ASC) to provide San Vicente students with quality and hands-on instruction in science, math, social studies, and economics, providing a stabilizing resource during a period of economic decline and education budget cuts.

The project's first objective was to repair, restore, and improve the ASC and develop off-campus farms for instruction and learning. To accomplish this, the project director worked with local businesses, community members, and project staff to repair and improve the design of two typhoon-damaged tilapia tanks and install shrimp tanks, purge tanks, a student wash station, and an improved security system with a fence, camera, and alarm system. The team also set up on-campus and off-

campus hydroponics demonstration farms and an off-campus aquaculture farm to provide places for hands-on learning about raising vegetables and fish. The on-campus farm was utilized by teachers and students during school hours, and the off-campus farms were used on weekends, after school, and for summer science programs by students and parents. Under this objective, project staff also intended to purchase and install a wind generator. Due to zoning and on-site safety concerns, however, the team purchased a stand-alone solar system instead, for use on the off-campus aquaculture farm.

Objective two was to clearly link concepts taught at the ASC with CNMI Board of Education mandated instructional objectives in science, math, social studies, and economics, ensuring that instruction at the SVES ASC was consistent with grade-level requirements. To do this, the project manager hired a teacher-consultant, who assessed the types and levels of lessons taught at the science center and the resources and instructional materials available at the center and school library. The consultant then aligned CNMI standards and 243 associated benchmarks for each discipline with lessons taught at the ASC. Next, a group of 15 teachers in grade-level teams were assembled to ensure that their lesson plans aligned with the standards and benchmarks, and to develop new lesson plans for their grade levels. By the end of the project, all 32 SVES teachers were trained in aligning their lesson plans with CNMI standards; new standards-driven, culturally-relevant teaching materials were developed; 95 percent of the teachers at SVES indicated that the standards were written into their lesson plans; and 95 percent indicated that the aligned standards had improved their instruction.

The third objective was to involve families in the aquaculture science project by starting

home gardens and aquaculture farms. In this endeavor, project staff trained 15 parents at the demonstration aquaculture farm and assisted two families in purchasing tanks, pumps, and filtration systems for their own farms. These outreach efforts inspired many parents and grandparents to participate in project activities and share knowledge with youth. In the summer math and science camp, 192 students took home plants for home gardens and worked with community elders in planting and preparing native medicinal plants. Also, 15 members of the SVES Young Farmers Club were involved in home gardening science projects, with two of them earning first place at a science fair in Guam.

OUTCOMES AND COMMUNITY IMPACT

SVES has begun preliminary testing of students in math and science, and has seen marked improvement, particularly when using performance-based assessments in which students were evaluated on hands-on farming and aquaculture tasks. In the years to come, SVES will monitor student progress by examining achievement levels on the nationally-recognized Stanford Achievement Test, a CNMI standards based assessment; and the SVES performance-based test. According to project director Valrick Welch, “Kids like raising fish and plants; they learn a lot more when their lessons are grounded in culture and hands-on activities. Because the things we do here are practical, the kids have a better work ethic. We see older students acting as peer teachers, and the younger kids listen to them almost as much as their teachers. We believe we are changing the mindset, getting kids ready for the future. Teachers, have benefited, too, gaining practical experience facilitating experiential learning opportunities for children. The involvement of parents and grandparents also has been important; it is helping kids to learn and increasing understanding within families.”

FOUR BANDS COMMUNITY FUND


Project Title:	Wicoicage Sakowin kin un Wicakagapi (Building for the Seventh Generation)
Award Amount:	\$283,652
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 10 elders involved
- 2,080 youth involved
- \$51,820 in resources leveraged
- 287 individuals trained
- 25 partnerships formed

BACKGROUND

Four Bands Community Fund, a community development financial institution (CDFI) founded in 2000 to encourage economic development on the Cheyenne River Indian Reservation, assists entrepreneurs on the reservation by providing training, business incubation services, and access to capital. In the years prior to this project, Four Bands provided training and technical assistance to 575 adults and 325 youth, offered business development classes to 155 people, and approved over 100 loans totaling over \$600,000, expanding or creating 70 native-owned businesses and more than 100 jobs.

PURPOSE AND OBJECTIVES

The purpose of this project was to foster financial literacy and entrepreneurship on the Cheyenne River Reservation through a community education campaign. The project's first objective was to provide a financial literacy and entrepreneurship education curriculum, training, and coaching to 60 teachers at five reservation schools, as well as ensure that all schools were equipped to sustain financial literacy and entrepreneurship instruction after the project ended. To accomplish this, the project team assembled "Making Waves" curriculum toolkits for all participating teachers, distributing 94 of them by project's end; this was an adequate number to support all of the schools on the reservation. The toolkits included hands-on, fun, practical activities and lessons. Examples of financial literacy topics for older students included Checking Accounts 101, Credit Basics, and Bull vs. Bear Markets. Entrepreneurship topics included: School - a Pathway to Success, Planning Your Business, Becoming an Entrepreneur, and many other topics. The Four Bands team consciously designed the toolkits to blend math and other skills into

the curriculum, enabling teachers to use them to help students reach state and federally mandated goals in various disciplines. Using three teachers per school as site coordinators, the team recruited 39 teachers in year one, and 62 by the project's end. Over two years, all 62 participating teachers received training in how to use the toolkits, including 33 who attended training institutes hosted by Four Bands. All participating teachers made efforts to use the curriculum in their classrooms, resulting in over 1,500 students receiving instruction.

The second objective was to implement a financial literacy and entrepreneurship public education campaign reaching 1,000 households. To accomplish this, the project team created and publicized two campaigns, called "Shop Cheyenne River" and "Make Money Matter," through a website and two newsletters sent to 3,500 reservation households. In the "Shop Cheyenne River" campaign, the project team worked with local business owners to improve the types, quality, and pricing of goods and services available locally, so that more residents and organizations would shop in the community. Street banners, reusable shopping bags, posters, magnets, newspaper articles, and newsletter inserts were used to encourage reservation residents to take part in the campaign. In the "Make Money Matter" campaign, project staff recruited community employers and partners in the tribal government to participate in a campaign educating employees about savings accounts, financial literacy, and the pitfalls of using predatory lenders and drawing on payroll deductions for purchases. As part of both campaigns, 259 community members signed "Wavemaker" public pledge cards stating they would support local businesses and take common sense approaches to become better stewards of their money.

Objective three was to establish partnerships with 12 community organizations, with each

partner employing two strategies to build sustained support for entrepreneurship and financial literacy on the reservation. Project staff held meetings with 18 organizations, including business groups, tribal program offices, local colleges, and nonprofit organizations, asking each to plan ways that they could integrate the "Making Waves" campaign into the community work they were doing already. Organizations pledged to work with Four Bands in multiple ways, including: participating in Four Bands events, sharing "Making Waves" stories in newsletters and on websites, challenging their employees to increase take-home pay by reducing payroll deductions, and working with Four Bands to provide financial literacy training for their employees and the people they serve. As part of this objective, Four Bands provided business and personal finance training to nine organizations and 54 tribal program directors, for a total of 225 community members trained.

OUTCOMES AND COMMUNITY IMPACT

Though student outcomes have not yet been formally assessed, teachers involved in the "Making Waves" program stated that program youth improved their knowledge of personal finance, gained confidence in their ability to manage finances and set financial goals, and increased their understanding of entrepreneurship. According to the project coordinator, "The youth have expressed more ambition, noticed niches in the community, and inspired their parents to become more interested in financial literacy." Elsewhere in the community, local business people learned to improve their business practices, and reservation residents and various community groups became more attuned to shopping locally, keeping money in their community, becoming better stewards of their own money, and building the overall economic health of the Cheyenne River community.

LOWER BRULE COMMUNITY COLLEGE



Project Title:	Professional Lakota Language Instructor Project
Award Amount:	\$563,131
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2010
Grantee Type:	Tribal College

PROJECT SNAPSHOT

- 6 jobs created
- 2 Native American consultants hired
- 6 elders involved
- 290 youth involved
- \$6,026 in resources leveraged
- 4 individuals trained
- 24 partnerships formed
- 4 language teachers trained
- 1,320 native language classes held
- 185 youth increased their ability to speak a native language
- 5 adults increased their ability to speak a native language

BACKGROUND

The Lower Brule Sioux Tribe has 2,502 members, 1,092 of whom reside in and around the Lower Brule Sioux Reservation, located 60 miles southeast of Pierre, the state capital. The people of the Lower Brule Sioux Tribe were once part of the Sicangu Lakota, which also included the Upper Brule, or Rosebud Sioux.

Since 2005, Lower Brule Community College (LBCC), the tribal college of the

Lower Brule Sioux Tribe, has worked with the tribe and community partners to operate the Lakota Language Project to foster the development of curricula for all educational programs on the Lower Brule Reservation.

PURPOSE AND OBJECTIVES

The purpose of this project was to certify Lakota language instructors for the Lower Brule education system, create a K-12 Lakota language curriculum meeting state and national standards for language instruction, and promote Lakota language and culture in the Lower Brule community.

The first objective was to increase the number of Lakota speakers working in the Lower Brule education system by at least four individuals. In year one, the project attempted to raise the fluency levels and provide teacher training instruction for seven individuals, four of whom served as paid student teachers and three as unpaid language learning students. After the first year, however, the three unpaid trainees dropped out of the program. Fortunately, the four student teachers remained in the program over the next two years, working with the project coordinator and three community elders to increase their fluency. These four trainees also worked to complete required teacher training courses, pass the

South Dakota teaching examination, and receive certification as Lakota language instructors in the South Dakota school system. During the project period, each of the interns dedicated hundreds of hours to teaching youth in the Lower Brule school system, providing 1,320 classes to 290 youth.

The second objective was to create a K-12 Lakota language instructional curriculum authenticated by community elders that met the state of South Dakota's World Language Standards and federal standards for language instruction. To accomplish this, project staff, including the four interns, the project coordinator, and three elders, created sequenced, copyrighted curricula for four different learning levels: 1) kindergarten through third grade, 2) fourth through eighth grade, 3) beginning high school, and 4) advanced high school. Along with the curricula, they created various teaching aids, including flash cards, games, conjugation and vocabulary posters, activity books for younger students, and verb conjugation and sentence structure booklets for older students. The team also produced three CDs, two on vocabulary and pronunciation, and one on verb and consonant systems.

The third objective was to provide activities preserving and promoting the Lower Brule dialect of the Lakota language and Lakota culture specific to the Lower Brule Sioux Tribe. Project staff, borrowing ideas and advice from participating elders, hosted various gatherings, including social dances, bingo events, tinsila picking days for Boys and Girls Club youth, and a community trip to the tribe's Buffalo Interpretive Center. The team also held community classes on language, history, traditional food, star quilt making, Lakota art and symbolism, drumming, beading and quill work, and Lakota singing and dancing. Each year, project staff also hosted a Lakota Spirit Christmas event, with Lakota Christmas

caroling, floats, food, and drink, attracting hundreds of people from around the reservation. At all of the cultural events, project staff used and encouraged the use of the Lakota language.

OUTCOMES AND COMMUNITY IMPACT

Before the project, the Lower Brule Sioux Tribe had no educators in the Brule dialect of the Lakota language and no language curriculum for K-12 students. At project's end, there were four trained, certified, experienced, motivated, and skilled educators, all capable of making Lakota language classes meaningful and accessible to youth on the Lower Brule Reservation. Two of the four educators currently teach in the Lower Brule school system, and all four will be teaching in 2011; three in the Lower Brule system and one in the nearby Crow Creek system. The four new teachers have four sequenced, authenticated curricula for students of varying levels, with textbooks, workbooks, and teaching aids to assist them in the delivery of their lessons.

The new teachers already have re-energized the Lower Brule school system's language program. Through hundreds of classes, they have enabled 185 youth to increase their Lakota language proficiency in speaking, listening, reading, and writing. Along with the project coordinator, elders, and other key staff members, the teachers also have helped foster a greater understanding of local Lakota culture for Lower Brule youth and members of the community at large.

“Pre and post tests for our K-12 kids show they've made big jumps in reading and writing, and that they've improved their grammar dramatically. Having and using the Lakota font system has helped them - and our new teachers - learn pronunciation better, too.”

Earl Bullhead, Project Coordinator

NATIVE AMERICAN ADVOCACY PROGRAM



Project Title:	Wicoti Tiwahe (Family Camp)
Award Amount:	\$418,038
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 4 Native American consultants hired
- 25 elders involved
- 240 youth involved
- \$108,677 in resources leveraged
- 8 individuals trained
- 16 partnerships formed

BACKGROUND

Native American Advocacy Program (NAAP) is a 501(c)(3) organization located in Winner, South Dakota, serving American Indian youth and people with disabilities in and around South Dakota's nine reservations "by promoting a healthy lifestyle, and by providing prevention, education, training, advocacy, support, independent living skills, and referrals." NAAP's service area is larger than Maryland, and sprawls across some of the most economically depressed, geographically isolated counties in the state.

In 2007, the NAAP Board of Directors developed a five-year plan, with four goals: 1) promote culturally-appropriate services to the Oyate (the people) through programs to

improve their lives, 2) provide an ongoing Lakota Youth Leadership Camp, 3) achieve organizational self-sufficiency, and 4) teach skills to increase relationship building, overcoming youth alienation.

PURPOSE AND OBJECTIVES

The purpose of the project was to establish, maintain, and utilize a traditional Lakota encampment site to involve Lakota youth in leadership, relationship building, and cultural activities. The project's first objective was for 50 youth to increase relationship building skills by 25 percent, as measured by pre- and post-tests, by assisting NAAP in establishing the encampment site, and participating in camps and activities. In the first quarter of year one, the project team, along with local businesspeople, Rosebud Sioux Tribal leaders, volunteers, and youth, set up the camp, installing phones, buildings, storage sheds, a shower house, fencing, electricity, and a water hydrant. Then, they cleared the campsite grounds and ordered camp supplies, including cooking items, horse tack, and first aid items.

Next, the team developed an equine curriculum, for use in its Equine Program. To do this, they consulted with a company

experienced in using horses for therapeutic purposes, researched existing therapeutic equine curricula, obtained permission to use various written materials, and created a curriculum for use by project staff and participating youth. In year one of the project, the project team received nine donated horses for use in the Equine Program. As they set up the encampment's infrastructure, project staff began to recruit youth for the various year one activities, including the winter camp, harvest camp, youth leadership camp, equine camp, and weekly equine program.

The winter camp included a sweat lodge ceremony, hide tanning, drumstick making, traditional storytelling, hunting safety, and trap shooting. At the harvest camp, youth picked traditional plants and medicines such as tinsila and bitterroot, learned proper techniques and spiritual protocols for harvesting the plants, and prepared various Lakota foods, including buffalo soup, wojapi, and fry bread. At the leadership camp, selected youth took part in cultural and relationship building activities, with significant guidance and support from community elders, and hosted activities for other program youth. The equine camp included obstacle courses; team-building activities; training in the basics of horse care, safe horse handling, and horsemanship; teaching of values such as self-reliance, respect, and trust; and engaging in creative problem solving. In the first year of the program, 107 youth, all of whom were pre- and post-tested for their learning and personal development, participated in camps and other activities.

The project's second objective, carried out in year two, was for 50 project youth to increase cultural competency skills by 25 percent, as measured by pre- and post-tests, and to become members of Lakota male and female youth societies. Year two activities included a fall camp for boys, a harvest

camp, an equine camp, a leadership camp, and a girls' Isnati, or "Coming of Age" camp. These camps involved 133 youth in activities similar to those occurring in year one. In year two, there were additional activities focused on Lakota kinship structures, youth societies, and roles and behaviors expected during the transition from childhood to adulthood.

OUTCOMES AND COMMUNITY IMPACT

Pre- and post-tests taken by the youth participating in the project indicated they significantly exceeded learning goals for both project objectives. The youth discovered much about relationship building and Lakota life ways, developing new cultural perspectives, and becoming more mature, reflective, and confident. According to project staff, these new perspectives already have resulted in positive behavior changes relating to their relationships, social lives, and school performance. Marla Bull Bear, the NAAP's Executive Director, stated, "The Wicoti Tiwahe is no longer a concept in someone's mind; it is real. The kids have gotten the chance to establish a new relationship with nature and who they are in the universe. They are more appreciative of what they have, especially when they think of the suffering our forefathers went through."

The Wicoti Tiwahe is a 10-acre respite for Lakota youth with effective, meaningful activities for youth and a sustainability plan utilizing community partnerships and income generating opportunities to care for the land and maintain the site. The NAAP team believes the dedicated staff, elders, and community members who work at the camp will continue to assist Lakota youth in learning about Lakota culture, developing life skills addressing the day-to-day challenges of life on the Rosebud Reservation, and experiencing personal growth long into the future.

OCETI WAKAN



Project Title:	Lakota Language Learning Stations Project
Award Amount:	\$222,494
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 3 Native American consultants hired
- 5 elders involved
- 14 youth involved
- \$19,670 in resources leveraged
- 5 partnerships formed

BACKGROUND

Founded in 1994, Oceti Wakan is a nonprofit organization whose primary goal is the preservation of Lakota culture and language. The organization develops language books, CDs, and school curricula to further its cultural preservation goals.

The Lakota are part of a confederation of seven related Sioux tribes whose Lakota language is one of the three major Sioux dialects. Oceti Wakan, which means “Sacred Fireplace” in Lakota, is located on the Pine Ridge Oglala Lakota Reservation in South Dakota. The reservation is divided into nine districts spread over 3,500 square miles. Approximately 30,000 enrolled tribal members reside on reservation lands.

In 2007, Oceti Wakan staff completed a status assessment of the Lakota language on

Pine Ridge Reservation. Data disclosed that there is a 58 percent fluency rate for those over 50 years of age, but that this rate dropped to 2 percent for those aged zero to 17 years. However, staff discovered that about 50 percent of Lakota youth live in a household with a fluent speaker. Subsequent language preservation activities of Oceti Wakan have aimed to capitalize upon this finding and relationship.

PURPOSE AND OBJECTIVES

The project’s purpose was to develop language learning stations for the kindergarten, first, and second grade students of Pine Ridge Reservation to build a foundation in the Lakota language.

The project’s first objective was to develop 44 Lakota language learning stations for the kindergarten, first, and second grade classrooms in the nine elementary schools on the Pine Ridge Reservation. To complete the objective, project staff first renovated their offices in order to create an adequate space for building the language stations and holding meetings with elder language consultants. The office renovations included the installation of an HVAC system, internet connection, roof refurbishment, and renovation of Oceti Wakan’s community

gathering space. Staff then constructed 44 Lakota language learning stations which consisted of a private study table, headphones, microphone, and speech machine. The speech machine utilizes magnetic cards which allow users to hear a sentence in Lakota, and then record and listen to their own iteration. Project staff produced three sets of 72 magnetic audio cards for kindergarten, first, and second grade language learners, which will enable these classrooms to focus on two phrases a week for a period of 36 weeks.

Staff formed a group of five elders and 14 youth at the Wounded Knee Cultural Center to ensure that the language stations were easy to use, culturally appropriate, and grammatically correct. Once the pilot phase was completed, staff delivered three learning stations to Wounded Knee Elementary School for use in the upcoming academic year. Staff also distributed the learning stations to classrooms of kindergarten, first, and second grade students at four additional schools, reaching approximately 500 students.

The project's second objective was to develop three books with an accompanying CD of the Lakota phrases developed under the project's first objective. The books were divided into three learning levels: Year One, Year Two, and Year Three. Project staff created and produced 1,000 copies of the Year One and Year Two books with accompanying CDs, and 200 Year One books were distributed within the community. The Year Three book was designed, but as of the end of the project period, the book and CD had not been produced.

OUTCOMES AND COMMUNITY IMPACT

Through the creation of 44 language learning stations and two levels of phrase books, Oceti Wakan has laid a solid

foundation for intergenerational Lakota language learning both inside and outside of the classroom. Indeed, the Wounded Knee School District already has installed three language stations and has committed to their use in the upcoming school year.

The activities of this project also have created adequate and suitable space for Oceti Wakan and the surrounding Pine Ridge community to conduct ceremonies, offer community services, and continue their Lakota language preservation and revitalization efforts.

To sustain project momentum, Oceti Wakan will continue to solidify their partnerships with the reservation's nine elementary schools and work to involve elders in the elementary school classrooms in order to further their language revitalization efforts.

RURAL AMERICA INITIATIVES



Project Title:	Assessing Native Languages in He Sapa Project
Award Amount:	\$99,998
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 4 elders involved
- 2 youth involved
- \$7,900 in resources leveraged
- 10 individuals trained
- 7 partnerships formed
- 1 language survey developed
- 1,848 language surveys completed

BACKGROUND

Rural America Initiatives (RAI) is a nonprofit organization based in Rapid City, South Dakota. Formed in 1986, RAI provides a wide range of social services to the 19,000 Native Americans living in Rapid City and the surrounding area of Pennington County. RAI's service population is approximately 60 percent Oglala Lakota from the Pine Ridge Reservation, 30 percent Sicangu Lakota from the Rosebud Sioux Reservation, and 10 percent from the Cheyenne River Reservation. In 1990, RAI began overseeing the area's Head Start and Early Head Start programs for low-income Native American children.

PURPOSE AND OBJECTIVES

The project's purpose and only objective was to assess the status of native languages within the Native American community of Rapid City through the collection of data from a representative sample of at least 10 percent of the adult population. To complete the objective, project staff convened a series of focus groups with community members to develop a comprehensive and culturally-appropriate language assessment survey. Staff piloted the survey with 200 Native American students to evaluate comprehension and ease of use. Staff then hired and trained five community members to assume surveying responsibilities.

The surveyors collected completed assessments through community events, door-to-door canvassing, and by staffing tables at partners' buildings. Overall, surveyors amassed over 1,800 surveys that were deemed usable for data analysis purposes. Eighty-three percent of survey respondents were from the Lakota tribe, and the average age of respondents was 34 for males and 35 for females.

Initial data analysis indicated an annual language loss rate of 11.1 percent and an

estimate that by the year 2050 less than 1 percent of the Rapid City Native American population will be speakers of their native language, if the current loss rate continues.

Further data analysis also revealed that 1.5 percent of adults under the age of 40 and 32.1 percent of adults over the age of 50 reported that they are fluent in Lakota. In addition, over 90 percent of the survey respondents believe that the Lakota language is worth saving, and 83.9 percent of the respondents would be interested in taking Lakota language classes.

RAI presented an analysis of the survey results in a report, which included an executive summary of major findings. RAI then printed 500 copies of the executive summary and distributed it within the community.

OUTCOMES AND COMMUNITY IMPACT

For the Rapid City Native American community, participation in the language survey fostered an environment of empowerment, as it provided them with the opportunity to craft the language survey and participate in the subsequent assessment and analysis.

RAI leaders now have clear, current, and accurate information about the language status, program needs, and rate of language loss within their community. Therefore, a foundation for appropriate policy implementation and project development has been built successfully by the work of this project. The report produced from analysis of the survey forms the collective voice of Rapid City's Native American community, and it will direct RAI in the development of its language preservation projects. Finally, and perhaps most importantly, the completed plan provides the needed foundational data for all future grant

applications and language development initiatives of RAI.

To sustain the project's momentum, RAI staff will continue to strengthen the partnership network developed during project activities in order to learn best practices and acquire resources on language preservation methods.

THUNDER VALLEY COMMUNITY DEVELOPMENT CORPORATION



Project Title:	Youth Development through Entrepreneurship Project
Award Amount:	\$762,897
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribal Nonprofit

PROJECT SNAPSHOT

- 13 jobs created
- 1 business created
- 4 Native American consultants hired
- 12 elders involved
- 88 youth involved
- \$22,000 in revenue generated
- \$55,206 in resources leveraged
- 24 individuals trained
- 12 partnerships formed

BACKGROUND

Thunder Valley Community Development Corporation (TVCDC) operates as a nonprofit organization on the Pine Ridge Reservation in South Dakota and was incorporated as a tribal nonprofit in 2007. Their mission is to serve and empower the reservation's Oglala Lakota youth population, who represent approximately 45 percent of the community's 18,000 members.

In 2007, TVCDC formed a partnership with Native American Natural Foods (NANF), a for-profit business that has created an assortment of nationally branded Native

American food products made from buffalo meat, most notably the Tanka Bar.

PURPOSE AND OBJECTIVES

The project's purpose was to strengthen TVCDC's partnership with NANF and collaboratively create a café to provide training for youth on: entrepreneurship, how to meet short and long-term goals, and healthy lifestyles.

The project's first objective was to set up the café and develop and implement a youth training program, youth leadership training module, and youth intern program. In collaboration with NANF and youth volunteers, project staff renovated existing office space by painting the interior, and installing the computer lab, seating, and food serving necessities to create the E-Tanka Café. Project staff developed a business plan for the café and completed an operations manual to guide the café's daily policies and procedures. In collaboration with project partners, staff then developed curriculum for the youth training program, which included workshops on financial literacy, entrepreneurship, asset building, and accounting. To advertise the program, staff placed ads with the career centers at local schools, local radio stations, and the

Chamber of Commerce. A total of 24 youth between the ages of 14 and 17 completed the six-week training program during the project's two-year timeframe. In addition to attending classroom-style lectures, youth trainees also staffed local catering events, manned booths at food service industry conferences, and provided concessions at community events. Once trained, project staff hired the youth to work at the E-Tanka Café as staff, where they received hands-on experience in the customer service industry. Staff also selected four of the youth to enter the youth leadership module, to receive hands-on training in marketing and public relations by creating brand recognition for NANF products through social networking. Finally, an average of 12-15 local youth visited the café on a nightly basis to utilize the café's computers and attend informal after-school activities at the café.

The project's second objective was to develop at least one new product that utilizes the previously unused buffalo carcass and offal, and to expand the market for NANF's food products. To complete the objective, project staff hired a consultant to conduct research on how to develop a manufactured product from the leftover buffalo carcass and offal after the meat had been harvested for use in Tanka Bars. The consultant's final report concluded that no new product could be developed utilizing NANF's current manufacturing system, and therefore no new product was developed directly from buffalo carcass or offal during the project timeframe. Project staff indicated that the Tanka Buffalo Dogs served at the café were developed from the trim meat that remains after the buffalo meat is harvested for use in Tanka Bars, but the level of involvement of the ANA project staff or youth in the product's development process was minimal. Finally, in an effort to expand NANF's food products to the international market, there are plans to have

the factory inspected for compliance with the European Union market standards, but this activity was not completed within the project timeframe.

OUTCOMES AND COMMUNITY IMPACT

For the Lakota youth that participated in project activities, all gained an understanding that local resources can be utilized to affect positive change. The 24 youth learned valuable life and financial literacy skills, and increased their self-confidence by learning how to set goals and how to make plans to achieve those goals. The training program also offered spiritual leave to the youth so they could participate in traditional Lakota activities, thereby offering an opportunity to learn to balance work with cultural events and customs. Finally, the café offers a physical space where youth can be safe, have fun, and enjoy a positive atmosphere.

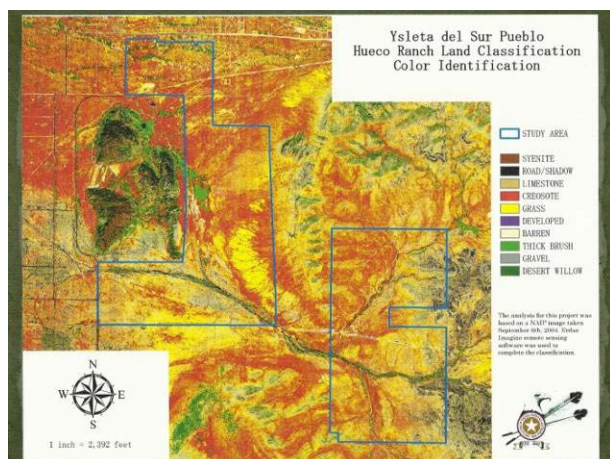
For the Pine Ridge community, the project modeled healthy lifestyles by establishing a tribally-run café that does not sell soda or fast food. Additionally, project staff shared that the achievements of this project spurred the Tribal Council to create community development corporations in all nine districts on the Pine Ridge Reservation.

To sustain project momentum, NANF hired one intern as a marketing specialist, and TVCDC will continue to enable interns to find employment or start their own businesses. They also will study the possibility of expanding the café kitchen and menu to increase sales and revenue.

“No superhero is coming to Pine Ridge to create jobs and destroy hopelessness. It is up to us, and we are doing it.”

Nick Tilsen, Executive Director

YSLETA DEL SUR PUEBLO



Project Title:	Building Capacity using GIS/GPS Applications on the Tigua Reservation
Award Amount:	\$280,189
Type of Grant:	Environmental
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 1 elder involved
- 27 youth involved
- \$55,902 in resources leveraged
- 5 individuals trained
- 19 partnerships formed

BACKGROUND

Ysleta del Sur Pueblo (YDSP), also called the Tigua or ‘the Pueblo’, is a federally recognized tribe of 1,601 members located in El Paso, Texas. The Tigua originated in the Pueblo of Isleta, just south of present day Albuquerque, New Mexico. After the Pueblo Revolt in 1682, a small group of Tigua was displaced by Spanish colonists to what is now El Paso's Lower Valley. These tribal ancestors established the Ysleta del Sur Pueblo. Since 1682, the tribe has maintained a significant presence in El Paso and despite much adversity has persevered as a pueblo, upholding its traditional political system, values, and culture.

Though the Pueblo has 74,357 acres of land, much of the Pueblo's land configuration is not contiguous and is separated by large tracts of privately held land. This is

commonly referred to as a “checkerboard” reservation. This land configuration, combined with the tribe’s minimal geospatial mapping capabilities, has created challenges for the Pueblo’s Environmental Management Office (EMO) in many aspects of land management. These challenges include mapping YDSP lands, vegetation, and wildlife; analyzing conservation plans, habitat improvements, regulatory and enforcement needs, and roads; verifying land boundaries; and other important infrastructure considerations.

PURPOSE AND OBJECTIVES

The purpose of this project was to build tribal capacity to make informed land management decisions using geographic information systems (GIS) and global positioning systems (GPS) technologies. YDSP staff sought to utilize spatial data analysis and mapping developed with GIS and GPS to inform tribal land management decisions and support a wide variety of applications on the reservation, including: environmental planning, intervention, and clean-up; conservation and management of cultural lands; economic development; public health and epidemiology; and emergency management. All of this would serve to enhance YDSP’s conservation and

management capabilities with regards to tribal lands, and ensure that environmental standards and land usage are maximized for the health of the community and the surrounding environment. The project was also intended to support the data and mapping needs of tribal government departments (e.g., emergency management, tribal records, and economic development) along with external requests from the Texas Department of Transportation, City of El Paso, and Hudspeth County.

The first objective of the project was to establish a GIS branch within the EMO by the end of the project’s first year. This entailed hiring a GIS specialist and a GIS assistant. This task presented a challenge because these were highly technical positions requiring uncommon skill sets and proficiencies. As a result, both staff members were hired more than a month later than anticipated. However, the new employees had strong pre-existing skill sets, so they were able to make up for lost time by efficiently utilizing pre-existing knowledge.

Additional activities completed by project staff to establish the GIS branch included purchasing and installing hardware, software, and office supplies; collaborating with outside agencies and internal tribal departments; creating a geodatabase; conducting a survey to define departmental and governmental needs and requirements of GIS technology; documenting the existing GIS skills of YDSP departments; establishing an evaluation advisory committee; and establishing data-driven decision-making procedures that contribute to the successful and efficient management of Pueblo lands.

The biggest obstacle facing project staff was collecting data from other tribal departments, most of which had records in paper form and a variety of different

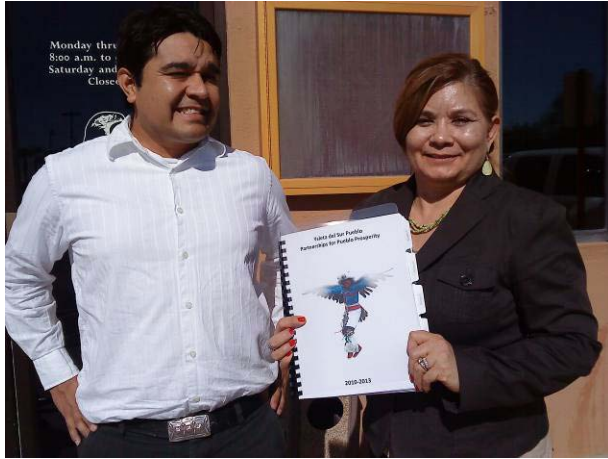
software applications. The challenge was to convert all of the data into a uniform, GIS-friendly spreadsheet format in a single software application. Project staff members were able to overcome this challenge through diligence and hard work, and were able to achieve all project objectives in a timely manner.

OUTCOMES AND COMMUNITY IMPACT

YDSP now has geospatial mapping capabilities that enable the EMO to make data-driven decisions that contribute to the effective and efficient management of Pueblo lands. Tribal departments that benefit from this include: economic development, emergency management, housing, range management (wildlife committee), and tribal police. All tribal land was mapped successfully and 32 tribal members from various departments were trained to use GPS and GIS technology.

Also, the project team trained and mentored two tribal youth in GPS and GIS technology, helping them gain new professional skills and increased earning potential. Other positive outcomes included: the creation of a formal land use management plan that identifies the current and future land use of all tribal properties; vegetation maps that enhance conservation efforts; mapping of crime “hot spots” for tribal police; and mapping of cultural and sacred sites of the tribe. In sum, this project enabled YDSP to build capacity, self-sufficiency, increased educational and career opportunities for tribal members, and a GIS/GPS program that will support YDSP departments now and in the future.

YSLETA DEL SUR PUEBLO



Project Title:	Pueblo Partnership Strategy
Award Amount:	\$124,044
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 2 Native American consultants hired
- 5 elders involved
- 2 youth involved
- \$65,100 in resources leveraged
- 56 individuals trained
- 13 partnerships formed
- 1 governance code/ordinance developed
- 1 governance code/ordinance implemented

BACKGROUND

Based in El Paso, Texas, the Ysleta del Sur Pueblo (YDSP) is a federally recognized tribe consisting of 1,601 members. In 2002, a state-pursued lawsuit against YDSP resulted in the closure of the tribe’s Speaking Rock Casino, directly affecting tribal employment levels. Prior to the casino's establishment, the tribal unemployment rate was over 50 percent, but had diminished to less than 1 percent at the peak of casino operations. Four years after the casino closure, the unemployment rate had increased to 25 percent. The casino

eventually reopened, but in a limited capacity; in its present form table games, such as blackjack, are prohibited. As a result, revenues and employment opportunities for tribal members have been considerably lower than they once were. Additionally, a 2008 tribal survey revealed the following: 33 percent of Tigua households were living at or below the poverty line; 24 percent of tribal members did not have a high school diploma; and 56 percent of Tigua children were living in poverty.

PURPOSE AND OBJECTIVES

The purpose of this project was to address the Pueblo’s need to develop and diversify economic opportunities for tribal members. To accomplish this, the YDSP’s Department of Economic Development (DED) sought to create a small business center and strategic plans outlining how the department would provide support services to tribal entrepreneurs and small enterprises.

The first objective was to determine unmet needs and gaps in services for the small business community. Project staff established an Economic Development Advisory Committee comprised of small business owners within the tribe, which

conducted an entrepreneurial survey to gather information and establish a knowledge base regarding small business endeavors on the Pueblo. Project staff analyzed the results of the survey by conducting a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), and held numerous meetings with small business owners to share information and garner feedback. Through these activities, the team identified a strong need for business planning services, marketing assistance, additional physical space to conduct business, and greater access to capital.

The second objective was to craft a strategic plan for providing small business development services. To accomplish this, project staff created a plan covering topics such as small business development incubators, matched savings accounts, revolving loan funds, profiles of existing and aspiring tribal businesses, stages of planning and development, SWOT analyses, partnerships, and evaluation methodologies.

The third project objective was to develop strategic plans for Community Development Financial Institution (CDFI) and Individual Development Account (IDA) programs within the Pueblo. By project's end, staff completed the plans, tailoring them to fit the needs of tribal business owners by consulting with tribal entrepreneurs and partnering agencies.

OUTCOMES AND COMMUNITY IMPACT

The needs assessment and strategic plans created by the project team have been used to inform the DED's efforts to provide guidance, structure, and resources for small tribal business ventures and entrepreneurs.

There were numerous beneficiaries of this project. DED and other tribal departments improved their capacity for data collection

and created data profiles on small businesses operated by tribal members. Tribal entrepreneurs received training and expanded their technical knowledge and skills. The Tribal Council benefited by becoming better equipped to set the tribe's strategic direction and improved its resource allocation decision-making capabilities. Tribal administrators from various departments gained effective project management skills by observing the way this project was managed and then implementing similar processes and best practices in their own projects. Partnering agencies gained financial literacy and developed an asset-building knowledge base.

Additionally, 21 tribal and 11 non-tribal employees were trained in small business data collection, improving their capacity to collect and analyze data. Nine tribal members and five non-tribal employees were certified in small business development planning via a two-day 'Indianpreneurship' intensive training course. Partnering agencies provided additional trainings to small business owners on entrepreneurial basics, matched savings accounts for entrepreneurs, and capacity building support services.

According to the project director, "Economic development is a long-term process. This component was to plan a small business development center and related services, which served as the planning phase to address the statement of need. Causes of the problems have been identified and next steps have been outlined." Program staff members were pleased with the outcome of this project and expressed confidence that the tribe will continue to benefit from what was accomplished.

CONFEDERATED TRIBES OF THE CHEHALIS RESERVATION



Project Title:	Chehalis Language Program
Award Amount:	\$131,306
Type of Grant:	Language
Project Period:	Sept. 2009 - Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 5 elders involved
- 10 youth involved
- \$8,586 in resources leveraged
- 9 partnerships formed
- 1 language teacher trained
- 8 native language classes held
- 80 youth increased their ability to speak a native language
- 5 adults increased their ability to speak a native language
- 1 person achieved fluency in a native language

BACKGROUND

The Chehalis Tribe has offered beginner level language classes to tribal members for the past eight years; the classes are provided for members of all ages, including children enrolled in Head Start. The tribe's only remaining fluent elder speaker and the tribe's Language Program Director, who began this project as an advanced beginning level speaker, both teach these classes. The tribal community has been very supportive, with enrollment steadily rising from 28

students in 2006 to 45 in 2008. An average of three to four classes is held every week, with at least 12 people in attendance at each class.

Though many tribal members regularly attend classes, none had attained language fluency prior to this project. According to the language program staff, Chehalis language students who grow up speaking English find it very difficult to produce the complex sounds of the Chehalis language and to form structurally correct sentences.

PURPOSE AND OBJECTIVES

The purpose of this project was to preserve the Chehalis language through master-apprentice immersion sessions, pairing a fluent speaker (master) with two apprentices committed to learning the language of the tribe, and to use training gained through this process to enhance knowledge of the language in the broader community.

Three individuals collaborated to implement this project: the tribe's Language Program Director, who became an apprentice of the last fluent speaker and created Chehalis lesson plans; the Cultural Heritage Program Coordinator, who was to become an apprentice; and a fluent tribal elder, who taught the Chehalis language to the two

apprentices in a master-apprentice immersion setting.

Because the tribe's lone fluent speaker was in her late eighties, project staff deemed it important to spend as many hours with her as possible. Objective one was to increase the number of fluent speakers from one to three by the end of the project. To accomplish this, the Language Program Director and the Cultural Heritage Program Coordinator became language apprentices to the fluent elder. Unfortunately, due to a demanding work schedule, the Cultural Heritage Program Coordinator could not participate to the degree intended, and a community member stepped in to fill the role of apprentice. Moreover, due to health problems, the fluent elder was able to contribute only six hours per week instead of the 10 originally intended. Despite this abridged schedule, the Language Program Director and the community member significantly developed their ability to speak Chehalis.

The second objective was for 10 students to advance their Chehalis speaking level from beginning to the advanced-beginning level. Utilizing knowledge gained through master-apprentice sessions, the Language Program Director developed lesson plans for implementation in language classes with children. Because the director did not have a teaching certificate, however, attendance to these classes could not be required by Washington state law and was therefore low. The Language Program Director did manage to teach the Chehalis language to children in the tribe's Head Start program four times a week. Moreover, he formed a partnership with the tribe's after-school program, so language classes could be held for interested children. Through these efforts, five children attended regular classes, and five increased their fluency level from beginning to advanced-beginning.

OUTCOMES AND COMMUNITY IMPACT

While the project goal of increasing the number of fluent speakers to three was not met, the state of Chehalis language preservation has improved with the addition of one fluent speaker and one nearly fluent speaker. The five participating students demonstrated increased enthusiasm, interest, and commitment, all of which bode well for the future of the language.

According to Dan Penn, the Chehalis Tribe Language Program Director, the project has served its purpose in helping to increase the likelihood of preserving the language. The community now has two young individuals that can speak the Chehalis language, both of whom are committed to teaching the next generation. Inroads have been made with the Head Start program, and the youth exposed to the Chehalis language through this project are taking a greater interest in learning the language. The tribal government has acknowledged the success of the project by committing funding for a teaching position for next year.

CONFEDERATED TRIBES OF THE CHEHALIS RESERVATION



Project Title:	Chehalis Language Canoe Program
Award Amount:	\$214,552
Type of Grant:	Language
Project Period:	Sept. 2007 – Jan. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 7 elders involved
- 143 youth involved
- \$15,000 in resources leveraged
- 3 individuals trained
- 14 partnerships formed
- 3 language teachers trained
- 96 native language classes held
- 143 youth increased their ability to speak a native language
- 31 adults increased their ability to speak a native language

BACKGROUND

The Confederated Tribes of the Chehalis (Chehalis Indian Tribe) are located on a 4,215 acre reservation in rural southwestern Washington, 29 miles south of Olympia. There are 661 people on the reservation, including 439 enrolled tribal members. Though the tribe's total enrollment is 728 people, there is only one remaining Chehalis first language speaker, a woman in her late eighties. In addition to the language, tribal leaders have identified many other traditional skills in danger of being lost.

One of these is the carving of traditional shovel-nosed canoes; few remaining elders possess the knowledge to make the canoes.

PURPOSE AND OBJECTIVES

The purpose of the project was to bring the shovel-nose canoe back to the Chehalis Reservation through language-centered activities.

The project's first objective was to collect information on traditional vocabulary used during canoe and paddle carving activities, and plan and develop language learning activities to ensure students gained greater fluency to communicate at home and in the community. This objective, however, was beset with challenges in the first quarter, as regional floods hit the reservation and the tribe's single fluent elder was hospitalized for an injury. These events forced the project director to cancel classes for several months and limited the extent to which the project could prepare materials and lessons. The project director adapted to this by visiting the injured elder and developing seven lesson plans where she was recuperating. Late in the project's fourth month, however, the project director took another job outside the Chehalis language program, and all of the students - including all students at an intermediate level and

above - left the program. The tribe could not find a new director until three months later, and by the end of the two-year project, none of the higher level students had returned.

Despite these difficulties, the new project director began a recruitment process, using door-to-door solicitation, mailings, and emails, to bring new students, including youth and Head Start students, into the program. Though only a high-beginning level Chehalis language speaker, the director worked with the expert elder to develop curriculum and materials, put together lesson plans, and re-start language classes. By the end of the project, he had created 10 distinct language poster boards, including a Chehalis alphabet poster; developed 13 new lessons related to traditional carving and canoeing, held 96 classes with eight to 10 students per class, and made efforts to re-assess the language needs of the community. He developed new skills in language instruction and project management, attending forums and language acquisition trainings with local partners and renowned national organizations, bringing effective new teaching methodologies to the Chehalis language program.

The project's second objective, to be completed by month 12 of the project, was to implement activities in which students and elders carved miniature shovel-nose canoes and full-size paddles, using Chehalis as the primary means of communication. Because the fluency level of the participants was insufficient for this type of immersion activity, project staff instead held back-to-back language and carving classes twice a week for an hour each, encouraging students to use language learned in each language class during the following carving class. Though language use during carving sessions was lower than hoped for, the

students progressed well with the carving activities, producing 10 miniature canoes and 10 ceremonial paddles during the project period. Due to the challenges faced in the project's early months, however, this objective was not completed until month 20 of the project, eight months behind schedule.

The third objective, to be completed by the 24th month of the project, was to make a large-model shovel-nose canoe, with participants speaking and hearing only Chehalis during carving activities, in order to promote and encourage Chehalis-only language use. Project staff and partners, however, including the tribe's natural resource department, were unable to find an appropriate old growth cedar log for the canoe until very late in the project, with less than two months remaining in the project period. To complete the project, the project team requested and received a no-cost extension, obtained the log, ensured appropriate blessings were made on the log, and began work on the canoe. By the end of the project period, they had completed most of the canoe.

OUTCOMES AND COMMUNITY IMPACT

Over a two-year period, project staff overcame challenges with health, natural disaster, turnover, and loss of project participants to revitalize the tribe's language program and enable a new cohort of tribal members to understand the importance of reviving the language and regaining lost traditions. Project participants began to use Chehalis language at home and in the community, and increased their knowledge of and skill at making traditional canoes. Though they did not complete the shovel-nose canoe by the end of the period, a cohort of project participants remains committed to the carving project, and the tribe continues to fund the process.

MAKAH INDIAN TRIBE



Project Title:	Qwiqwidicciat Fluency and Literacy Project
Award Amount:	\$282,676
Type of Grant:	Language Preservation
Project Period:	Sept. 2008 - Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 6 jobs created
- 8 Native American consultants hired
- 30 elders involved
- 245 youth involved
- \$180,811 in resources leveraged
- 3 individuals trained
- 7 partnerships formed
- 1 language teacher trained

BACKGROUND

The Makah Indian Tribe is a federally recognized tribe located on the Olympic Peninsula, at the northwestern tip of Washington State. The Makah Language Program was established in 1978 to combat the extreme language loss of the Makah Tribe. Currently, there are seven active speakers and eight passive speakers of the 1,200 tribal members that live in the Makah community.

Though the number of speakers has decreased, the community continues to desire revitalization of the language. All 100 of respondents in a 2008 survey supported the continuation of language instruction for elementary, middle, and high

school students. Moreover, 99 percent responded positively that a Makah dictionary would be useful in their household. The tribe and the community is dedicated and committed to the language preservation and revitalization endeavor.

PURPOSE AND OBJECTIVES

The project goals were to promote Makah spoken fluency and literacy via language classes for all ages, with literature and audio reinforcement for home use, and to increase intergenerational use of the Makah language.

The Makah Tribe developed a project that included three objectives. Objective one was to develop and test Makah language curricula for fourth and fifth grades. To accomplish this, project staff assembled fourth and fifth grade curricula based on exhibits housed in the local Makah Museum. This, according to project staff, allowed for a more interactive learning experience. The curricula included three unit reviews for use during winter, spring, and summer breaks, promoting language interaction between students and parents at home. Project staff began curriculum development by identifying units for inclusion in the curricular guide for each grade. Makah

elders reviewed all curricular items for vocabulary and cultural content. The health of some elders made it difficult for them to participate; however, a new group of younger elders took part in the project to supplement the limited time the older elders could participate. Student assessments were also developed to measure student progress, and as a means to measure the efficacy of the newly developed curriculum. Field testing the curricula was a challenge in that there were not enough state-certified teachers to teach all grade levels in the elementary school. Washington State law requires teacher certification in order to teach language in a classroom. The staff was able to rearrange the schedules of staff with certification to test the curricula successfully in each grade.

The second objective, included in both project years, was to begin the development of an elementary Makah dictionary. Project staff compiled vocabulary from existing curricula for kindergarten through third grade and included vocabulary from the newly-developed curricula for the fourth and fifth grades. Project staff alphabetized vocabulary for each grade level; a sentence was formulated and an image depicting the meaning of each word was included. To determine usability of the dictionary, the project staff implemented field testing within each classroom.

The third objective was to develop and test units for middle school Makah language curricula. In order for the middle school students to be prepared to deliver unique welcoming speeches to the 50 tribes that visited during the Tribal Journeys 2010 event, middle school students were to receive at least one semester of Makah language instruction. The project staff identified and developed units specific to the Tribal Journeys event. The shortage of state-certified teachers also created difficulty for objective three, resulting in less

instruction time with the middle school students. Instead of a semester-long course, middle school instruction was decreased to a 10-week session; as a result, the Tribal Council selected more experienced high school students to perform the welcoming speeches at the Tribal Journeys event. Project staff indicated that while the middle school students were not able to perform the speeches, they were encouraged to participate in the event, and most did with a sense of pride in their cultural heritage.

OUTCOMES AND COMMUNITY IMPACT

The development of curricula that allows learning the Makah language in an interactive way at the museum and through song and dance led to increased student interest in the Makah language. Project staff reported that the students expressed great interest in learning in order to share their knowledge of the Makah culture and language. Media materials allowed the students to practice Makah language and songs at home, which resulted in further improvement, allowing the students to participate in the Salmon Homecoming, an annual event held for the people of the Pacific Northwest at the Seattle Aquarium. Sharing their language and culture at such a large event led the students to feel a great sense of pride.

As a result of this project, the Makah Tribe made significant headway in its efforts to preserve the language. The effort to preserve the language has become community wide. A new group of elders has pledged to continue contributing to the language preservation efforts, children throughout the community have an increased interest in learning the Makah language and culture, and students have gained an increased sense of pride in their cultural heritage.

SWINOMISH INDIAN TRIBAL COMMUNITY



Project Title:	Swinomish Climate Change Strategy Initiative
Award Amount:	\$319,633
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008-Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 5 jobs created
- 4 elders involved
- 3 youth involved
- \$28,720 in resources leveraged
- 8 individuals trained
- 5 partnerships formed

BACKGROUND

The Swinomish Indian Tribal Community is a federally recognized tribe located on the southeast peninsula of Fidalgo Island, in Skagit County, Washington. The reservation peninsula is surrounded by 27 miles of shoreline and the reservation's 1,200 acres are within low-lying areas less than 10 feet above sea level.

In the tribe's 1996 comprehensive plan, tribal leaders and environmental planners vowed to preserve, enhance, rehabilitate, and utilize the natural resources and amenities of the reservation; they also recognized an obligation to future generations in the comprehensive

management of natural resources and amenities of the reservation.

Accepted scientific data, regional reports, and localized events indicate that climate change presents perceived but undefined threats to the social, cultural, and economic viability of the Swinomish Indian Tribal Community. The geographic characteristics and coastal location of the reservation are such that community assets, vital infrastructure, natural resources, sensitive cultural areas, limited low-lying economic development areas, and community health are at risk from potentially wide-ranging and long-term impacts of climate change.

PURPOSE AND OBJECTIVES

The purpose of the Swinomish Climate Change Strategy Initiative was to research the potential impacts of climate change on the reservation and to develop a community action plan based on the analysis of data collected by both the State of Washington and the tribe itself.

The project included three objectives over a two-year period. The first objective was to perform issue scoping, data analysis, and assessment of potential climate change

scenarios to establish risk and vulnerability parameters and prepare impact reports. To complete this objective, project staff performed climate change scenario analysis, assessed the vulnerability of community assets, performed risk analysis based on vulnerability, and prepared and published a technical report that was approved by the Tribal Senate identifying impacts, scenarios, vulnerability, and risk analysis.

Objective two was to formulate a comprehensive planning and policy framework for preparedness response strategies and publish a strategy guidebook. A project advisory group made up of project staff, tribal members, climate change experts, Skagit County and Anacortes public works staff and the Washington State Transportation Department identified policy issues that would affect the implementation of climate adaptation strategies. The advisory group also completed a preliminary assessment of potential action strategies and options, which allowed the project staff to assemble a guidebook that contained policy considerations and a strategy framework for adaptation options.

The third objective was to apply risk parameters within the preparedness strategy to identify and define specific mitigation and adaptation actions for the community, and to publish a community action plan. Project staff utilized the technical report and guidebook published in the first year of the project to compile, assemble, and publish a Climate Adaptation Action Plan approved by the Tribal Senate.

OUTCOMES AND COMMUNITY IMPACT

The project identified vulnerable tribal resources and created the necessary model action plan. It has been well received by the tribal community, the City of LaConner, Skagit County, and the State of Washington. As a result of increased knowledge regarding the impacts of climate change to

the tribe, an increased effort to address these issues is currently underway.

Project staff stated that as a result of this project, tribal members are more aware of the direct impact that climate change could have on them culturally, socially, and economically. The partnerships formed with state and local governments furthered awareness of the potential effects of climate change on the community. Working relationships between the tribe and the City of LaConner, Skagit County, and non-native homeowners were strengthened through collaboration and with clear communication of project goals. Strengthening these relationships was paramount to future implementation of regulations on allotment and lease lands that are considered vulnerable to climate change.

Project staff reports that the project continues to generate significant interest within the community and the region, as well as among other entities and jurisdictions studying climate change adaptation issues. Though the project was highly complex and very technical in nature, project staff expressed optimism and hope that other tribes and interested groups will work together to replicate the project and make use of their efforts.

UNITED INDIANS OF ALL TRIBES FOUNDATION



Project Title:	Northwest Canoe Center
Award Amount:	\$187,402
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – June 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- \$272,400 in resources leveraged
- 17 partnerships formed

BACKGROUND

United Indians of All Tribes Foundation (UIATF) is a Seattle nonprofit organization founded in 1970. UIATF's mission is to foster and sustain a strong sense of identity, tradition, and well-being among Indian people in the Puget Sound area, promoting their cultural, economic, and social welfare.

In 2008, the City of Seattle and the Seattle Parks Foundation invested \$29.6 million in the redevelopment of the 12-acre Lake Union Park. Seizing upon the opportunity to utilize Lake Union Park's waterfront land, UIATF partnered with the Museum of History and Industry Center for Wooden Boats to propose building the Northwest Native Canoe Center (NNCC). Prior to the start of this project, UIATF obtained initial approvals for the NNCC from the Lake Union Park Policy Review Committee, Seattle Design Review Committee, and the

South Lake Union Friends and Neighbors Organization.

PURPOSE AND OBJECTIVES

The purpose of the project was to complete all planning documents and processes needed to prepare for construction of the NNCC. The project's first objective was to finalize pre-construction project requirements. The first activity under this objective was to negotiate and finalize the lease agreement for the land. Due to a lack of consensus on the lease terms, however, the lease was not secured within the original 12-month project timeframe. Therefore, the Project Director requested a nine-month no-cost extension in which to finalize the negotiations. After this period had passed, however, the lease agreement still was not finalized because major lease parties had not reached a consensus yet.

Unfortunately, most activities within the project's first two objectives hinged upon receipt of the lease and therefore were delayed as well. While waiting for the lease to be approved by the City of Seattle, the project team worked with an architectural firm to create final drafts of a master use plan and land use plan for the center. The team also worked on obtaining other

necessary permits, such as the shoreline variance permit and building permit.

The project's second objective was to finalize the NNCC business plan, also referred to as a comprehensive enterprise plan. While waiting for the lease agreement to be finalized, project staff developed as much of the plan as possible. They met with and developed major partnerships with the Center for Wooden Boats, FareStart Café, Seattle Parks and Recreation, Intertribal Canoe Journeys, and Lummi Ventures. The project team also partnered with a consultant to develop a comprehensive enterprise development plan for the NNCC.

The project's third objective was to gain community support for and involvement in the NNCC project. Project staff developed an outreach plan that included special consideration for reaching tribes with canoeing traditions and urban Indian communities in the greater Seattle metropolitan area. The team worked with a consultant to develop outreach materials, including a two-page overview of the NNCC. Project staff also sponsored community meetings to promote the NNCC project, soliciting feedback from local canoe skippers, members of seven tribes, elected officials, youth, and the wider community. These meetings helped inform the NNCC's cultural programming, the contents of the business plan, and the feasibility of the capital contribution campaign to occur once the lease was approved. UIATF also convened over 100 individuals to collaborate on the groundbreaking ceremony to occur once the lease is finalized, which will feature a traditional blessing and the gifting of a traditional dugout canoe to the Nisqually Tribe on behalf of UIATF.

OUTCOMES AND COMMUNITY IMPACT

Local native artists and consultants have been involved actively in the design of the NNCC. Many have increased their exposure and income, and project artists have received recognition for the importance of their work in cultural preservation.

The business plan created by the project team features a commercial kitchen and utilizes a social enterprise model called FareStart Café, which UIATF learned about from a Portland-based partner implementing the same model, the Naya Family Center. The commercial kitchen, the only one intended for Lake Union Park, promises to provide significant revenue for UIATF if the project team effectively implements the plan. Under the FareStart model, the UIATF team will provide training and job placement for youth and disadvantaged adults interested in culinary arts and catering. Once the kitchen is operational, UIATF staff intends to buy seafood from fishers at three local tribes.

The renovation of Lake Union Park was completed in 2010, and the Park officially was opened to the public on September 25, 2010. According to the Project Director, Lake Union Park stakeholders continue to support the involvement of the UIATF in the development of the NNCC, and are looking forward to having a place to highlight native culture in the area. The NNCC will emphasize the cultural significance of Northwest Native American canoe journeys, and broaden the native and non-native population's knowledge about Northwest Native American canoe culture. The Native American canoe families involved in the project are excited to be part of the design and implementation of the NNCC, and are proud to share their skills and cultural knowledge with Seattle's native and non-native communities.

MASHKISIBI BOYS AND GIRLS CLUB



Project Title:	Educational Excellence
Award Amount:	\$235,602
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 10 jobs created
- 3 Native American consultants hired
- 3 elders involved
- 123 youth involved
- \$52,569 in resources leveraged
- 9 individuals trained
- 9 partnerships formed

BACKGROUND

The Mashkisibi Boys and Girls Club is located on the Bad River Reservation in northern Wisconsin. Part of the national Boys and Girls Club network, the Mashkisibi branch was founded in 2000 to promote and enhance the development of young people by instilling in them a sense of competence, usefulness, belonging, power and influence. The club hosts activities for over 160 school aged youth throughout the year.

PURPOSE AND OBJECTIVES

The purpose of the project was to increase the levels of academic success among native youth on the Bad River Reservation. The Club designed the project to address a

perceived lack of appreciation among the youth for educational opportunities. The Club identified a lack of soft skills among the youth, such as task completion, working with others, regular attendance, punctuality, preparation, focus, loyalty, and a positive attitude toward work. The Club believes the lack of these skills could prevent the youth from experiencing success later in life.

The first objective of the project was to integrate six high-yield activities into the local Mashkisibi afterschool program. High-yield activities are defined by the Boys and Girls Club as those that have a significant effect on the academic success of students when conducted on a weekly basis. These activities include: four to five hours of discussions with knowledgeable adults; four to five hours of leisure reading; one to two hours of writing activities; five to six hours of homework help and study; two to three hours of helping others; and four to five hours of games that use cognitive skills.

Two project coordinators were hired to develop and oversee the integration and implementation of high-yield activities in the afterschool program. One coordinator worked with youth from kindergarten to fifth grade and the other coordinator worked

with students in sixth to twelfth grade. The coordinators also worked with youth, teachers, elders, and community members to modify the Boys and Girls Club of America high-yield activity curriculum. The curriculum was updated on a month-to-month basis based on availability of knowledgeable adults from the community. Examples of the activities include: a science fair, a book club, traditional stories and games, and life skills training. During the life skills activities, teenage youth met with people from local job centers to learn about the salaries for a variety of jobs and how to balance a checkbook. Other activities included partnering with the Minnesota Department of Indian Work to teach the youth about HIV and STD prevention and partnering with the Wisconsin Department of Natural Resources to learn about environmental careers.

The next objective of the project was to train five teenagers to become peer leaders. During the second year of the project, teenagers that successfully completed the first year high-yield activities were invited to apply to become peer leaders. The peer leaders became employees of the Boys and Girls Club, obtained work permits and were paid the Wisconsin minimum wage of \$7.25 an hour. Consequently, only students aged 15 and older were eligible to become peer leaders. Due to a budget miscalculation, the Club only had funds available to pay for three peer leaders. The three peer leaders worked after school from 4:30 – 7:30 pm. Initially, some of the peer leaders had difficulty adapting to their leadership role, but with the help of project staff, the peer leaders adjusted to leading the high-yield activities during the second year of the project. The three peer leaders completed online training provided by the Boys and Girls Club of America and received coaching from the project staff.

OUTCOMES AND COMMUNITY IMPACT

The project staff believes there was an increase in attendance at the Club and improved trust between the youth, parents, and Club due to this project. Elders also benefited through a service learning project that involved youth in helping elders with yard cleaning and blanket making. In addition, after the end of the project, two of the students leveraged their experience to attend a University of Wisconsin summer program in anticipation of attending the University of Wisconsin. Partners in the project included the Boys and Girls Club of America, which provided some funding to run the Club, and the local school district, which dropped students off at the Boys and Girls club after school. The materials developed during this project are available for continued use by the Mashkisibi Boys and Girls Club.

“The youth really benefited from speaking with the adults from the community organizations and businesses out there and learning what it is like in the ‘real world’ and what is needed for success.

Kristi Broenanam, Project Director

GREAT LAKES INDIAN FISH AND WILDLIFE COMMISSION



Project Title: Anishinaabe Inaadiziwin:
Anishinaabe Way of Life
Language Preservation
Project

Award Amount: \$304,294

Type of Grant: Language

Project Period: Sept. 2008 – Sept. 2010

Grantee Type: Native Nonprofit

WISCONSIN

PROJECT SNAPSHOT

- 2 jobs created
- 63 elders involved
- 22 youth involved
- \$21,578 in resources leveraged
- 6 partnerships formed

BACKGROUND

The Great Lakes Indian Fish and Wildlife Commission (GLIFWC) represents 11 tribal governments that reserved hunting, fishing, and gathering rights in 1837, 1842, and 1854 treaties with the U.S. government. The 11 sovereign tribal governments are Fond du Lac, Mille Lacs, St. Croix, Lac Courte Oreilles, Red Cliff, Bad River, Lac du Flambeau, Sakagon, Lac Vieux Desert, Keweenaw Bay, and Bay Mills. GLIFWC provides natural resource management expertise, conservation enforcement, legal and policy analysis, and public information services. GLIFWC strives to promote cultural awareness by infusing Anishinaabe values, traditions, and language into its endeavors. Anishinaabe, commonly known

as Ojibwe, is a living language with programs taught at tribal colleges, schools, and community centers. While the Anishinaabe people still are involved actively in subsistence hunting, fishing, and gathering in ways that were taught to them by their parents and grandparents, the language of those activities is being lost as elders pass away.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop Anishinaabe language material specific to hunting, fishing, and gathering.

The objective of the project was to create an interactive DVD with words and phrases for eight traditional hunting, fishing, and gathering activities. The eight activities are: Akwa'waawin (ice fishing harvest), Iskigamizige (maple syrup making), Manoominike (wild rice harvesting and processing), Aggodwaagan (snaring animals), Asemaakewin (traditional tobacco use), Bagida'waa miinawaa Waswaagaanige (spring spearing and gill net fishing), Giiwose (traditional hunting), and Wanii'ige (trapping).

To create the interactive DVD, project staff began with a storyboard of each activity. Storyboards are a set of illustrations displayed in a sequence that helps audiences pre-visualize and understand the photographs and videos that would be placed on the DVD. The storyboard was created by speaking with experienced community members about the process of traditional activities. Project staff worked with member tribes to identify experts in traditional harvesting and gathering activity.

Once the storyboard was finalized, project staff photographed and videotaped each activity. In tandem with recording the activity, project staff worked with the GLIFWC language committee to create activity scripts. The GLIFWC language committee is made up of 11 elders and Ojibwe speakers from each of the GLIFWC member tribes. While all the GLIFWC member tribes are traditionally Ojibwe speakers, there are 15 different dialects. For example, in one community “house” is translated as “waakaa’igan,” in another community it is “waakaaygan,” and in the third community it is “wiigwaam.” To help mitigate this challenge, the DVD features five dialects chosen based on the dialect of the tribal member recorded.

After the activity was photographed and the language recorded, project staff created the DVD. The DVD is interactive; for example, a user hovering over a turtle icon hears an Ojibwe sentence; left clicking on the turtle allows the user to read the sentence in Ojibwe; and right clicking on the icon gives the English translation.

Prior to completing the DVD, the project staff presented it to teachers and speakers for feedback. Language students went through the DVD to determine appropriate timing, the ease of use of the DVD, and structure. Project staff used this information

to identify problems with the DVD and how to improve the lesson format.

OUTCOMES AND COMMUNITY IMPACT

Through this project, students studying Ojibwe not only learned new words, but also learned how to undertake traditional activities. Language instructors have an additional tool to teach the language, and tribal members have a record of how their elders and neighbors undertake traditional hunting, fishing, and gathering activities. In addition, the general public, by going through this DVD, can learn Ojibwe vocabulary and about the cultural element of the traditional harvest. Furthermore, an unanticipated benefit of this project was the identification of words and terms that were not part of the Ojibwe dictionaries and current lexicon. For example, the Ojibwe term for ice fishing, Akwa’waawin, was not well known. The DVD re-introduces these words and terms into the current lexicon and preserves them for future generations of Ojibwe learners.

Demonstrating GLIFWC’s commitment to the preservation and sharing of the Ojibwe language, the organization leveraged internal funds to produce 8,000 DVDs for distribution to the member tribes and for sale at the GLIFWC Public Information Office.

“The words and sentences on the DVD are not used everyday so they are in danger of being lost. By doing this project, the language speakers are thinking about these words again.”

Jim St Arnold, Project Director
