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## ALEUT COMMUNITY OF ST. PAUL ISLAND




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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

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

### PURPOSE AND OBJECTIVES

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

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

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

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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## ALEUTIAN FINANCIAL INCORPORATED



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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

financial institutions and services in the region.

### PURPOSE AND OBJECTIVES

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

significantly exceeding the original goal of 10.

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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

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

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

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

Lori Canady, Project Director and CEO

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## COOK INLET TRIBAL COUNCIL, INC.




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

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### PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- \$152,490 in resources leveraged
- 6 individuals trained
- 4 partnerships formed

### BACKGROUND

Established as a nonprofit organization in 1983, Cook Inlet Tribal Council (CITC) provides social, educational, and employment services to the 36,000 Native Alaskans residing in the Cook Inlet region of Anchorage. This population experiences nearly three times the unemployment rate of non-natives, and more Alaska Native families live below the poverty line, with average earnings 37 percent less per household than their non-native neighbors. One of the contributing factors to under- and unemployment is lack of adequate public transportation. CITC has a Training and Transportation Center that offers a route-based ride service, but due to the variability of passengers’ schedules, access to consistent transportation is limited.

### PURPOSE AND OBJECTIVES

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

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

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

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

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

## OUTCOMES AND COMMUNITY IMPACT

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

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

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

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

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

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## INUPIAT COMMUNITY OF THE ARCTIC SLOPE



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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

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

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

### PURPOSE AND OBJECTIVES

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

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

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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

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## KAWERAK, INC.

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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

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

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

### PURPOSE AND OBJECTIVES

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

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

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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## KNIK TRIBAL COUNCIL



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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

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

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

### PURPOSE AND OBJECTIVES

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

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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

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## MOUNT SANFORD TRIBAL CONSORTIUM



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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

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

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

### PURPOSE AND OBJECTIVES

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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

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

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## NANWALEK IRA COUNCIL



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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

### PURPOSE AND OBJECTIVES

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

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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

Gwen Kvasnikoff, Project Director

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## NATIVE VILLAGE OF UNALAKLEET



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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

### PURPOSE AND OBJECTIVES

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

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

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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

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## ORGANIZED VILLAGE OF KAKE




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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

### PURPOSE AND OBJECTIVES

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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

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

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

Bob Mills, Project Director

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## ORGANIZED VILLAGE OF KASAAN




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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

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

### PURPOSE AND OBJECTIVES

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

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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

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

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

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

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## SITKA TRIBE OF ALASKA



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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

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

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

### PURPOSE AND OBJECTIVES

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

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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

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## SITKA TRIBE OF ALASKA



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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

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

### PURPOSE AND OBJECTIVES

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

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

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

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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

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## SPRUCE ISLAND DEVELOPMENT CORPORATION



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

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### PROJECT SNAPSHOT

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

### BACKGROUND

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

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

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

### PURPOSE AND OBJECTIVES

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

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

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

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

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

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

#### **OUTCOMES AND COMMUNITY IMPACT**

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

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

Sharon Anderson, Project Director