

## American Indian Recruitment Programs



<b>Project Title:</b>	Voices of Tomorrow Project
<b>Award Amount:</b>	\$111,562
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 2 jobs created
- 5 elders involved
- 85 youth involved
- \$34,092 in resources leveraged
- 14 partnerships formed

### BACKGROUND

American Indian Recruitment (AIR) Programs is a nonprofit organization promoting higher education and social advancement for Native American youth in urban San Diego and San Diego County. AIR staff connects southern California tribal youth with area universities to offer after-school academic services such as tutoring, mentoring, and service-learning activities. AIR is structured around the idea that creating associations between higher education and cultural identity will foster a higher sense of self-esteem for youth, and inspire youth to set higher educational goals for themselves.

### PURPOSE AND OBJECTIVES

The purpose of the Voices of Tomorrow Project was to help youth learn personal responsibility through cultural, social, and

educational activities promoting social well-being and advancement, and to enable them take control of their own educational paths. The project's first objective was to establish and implement the AIR Junior and AIR Senior programs, culturally sensitive after-school programs to increase educational, economic, and self-expressive opportunities for 28 junior high and high school youth. The programs utilized project staff and partners, area university faculty members, college-age student mentors, parents, and volunteers to provide youth with workshops and activities designed to keep them in school, demystify the college experience, attain higher levels of education, and gain exposure to rewarding employment opportunities. Most of the workshops were hosted on college campuses by faculty members in the San Diego State University (SDSU) Department of Native American Studies and University of San Diego (USD) Ethnic Studies Department.

Twenty-one AIR Junior youth participated in 15 workshops on how higher education influences future employment opportunities, what high school courses are needed to get into college, how to manage personal finances, and many other topics. Twenty-three AIR Senior youth participated in 12

workshops on finances for college, conducting research, degrees and stages of college, plagiarism and ethics, time management, finding your dream job, finding support on campus, and other topics. AIR Senior youth also conducted research and attempted to produce a film about Native American cultural and environmental issues. Though they did not complete the film, the process enabled them to gain knowledge of research methods, film production, and acting. Participants in both AIR programs attended field trips to San Diego area cultural sites, went on tours of local college campuses, and attended workshops on Native American history, culture, and traditions. Also, ten youth received tutoring from USD and SDSU mentors in various academic subjects.

In addition to these programs, project staff implemented the AIR Summer program for junior high and high school youth. Forty-five youth, including 32 new participants, took part in 10 days of activities over a 5 week period. These activities included lectures on Kumeyaay history and culture; field trips to cultural and other educational sites; a ropes course; and more workshops on preparing for college.

The project's second objective was to foster family support for youth program participants by holding quarterly family forums for at least 14 family members. Staff, however, found that hosting large family forums was very difficult, given the busy work schedules of the parents, many of whom were single parents. Instead of hosting family forums, the project director decided to consult with parents through short but frequent monthly "check ins," usually lasting about ten minutes at a time. Through this process, he was able to talk frequently with ten parents, focusing particularly on the parents of AIR tutorial students. Through discussions with these parents, he worked to encourage dialogue

between parents and teachers of the youth, advised parents on how to talk to their kids about homework and other issues, and helped them gain awareness and insight on the progress of their children. The project director very strongly feels the family support fostered during this project has enhanced the success of youth participants.

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

Through workshops, activities, and field trips, youth project participants learned about their cultural identity, improved their self esteem, and enhanced their academic and personal knowledge, skills, and abilities. They developed relationships with university faculty members, college student mentors, project staff, parents, and each other; became acclimated to college environment, and learned how they could succeed in this environment. These activities and new relationships led many youth to experience personal growth and pride in their accomplishments, improve their academic performance, and to take concrete steps towards higher education.

The USD and SDSU student mentors who participated in the project benefited by gaining genuine work experience, getting to know Native American youth and the issues they confront, and finding real purpose in the work and in the relationships developed. In line with their missions, the SDSU and USD Native American and Ethnic Studies departments had the opportunity to pedagogically interact with the community, offer current students the chance to work with this community, and to encourage promising Native American youth to enroll in their programs.

*"We are utilizing academic institutions in a way that's unique – our partners are providing new vistas for our kids."*

Dwight Lomayeva, Project Director

## Chamorro Hands in Education Links Unity



<b>Project Title:</b>	Tungo’i Estao i Fino’-ta: To Know the Status of Our Language
<b>Award Amount:</b>	\$100,000
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Dec. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 2 jobs created
- 1 Chamorro consultant hired
- 4 elders involved
- 2 youth involved
- \$34,500 in resources leveraged
- 6 individuals trained
- 4 partnerships formed
- 1 language survey developed
- 978 language surveys completed

### BACKGROUND

Chamorro Hands in Education Links Unity (CHE’LU) is a nonprofit organization dedicated to building and strengthening the capacity of Chamorro people in San Diego County. Known until 2007 as the San Diego Chamorro Cultural Center, CHE’LU works to preserve Chamorro language and culture, and to improve the health, education, and overall well-being of the 7,646 members of the San Diego Chamorro diaspora.

### PURPOSE AND OBJECTIVES

The purpose of this project was to conduct an assessment on the status of the Chamorro

language in San Diego County, gathering data from community members on their language ability, language use, and attitudes toward the Chamorro language. CHE’LU sought to learn how the Chamorro language was used in the community and home, with whom, and for what purposes. This research was intended to give the Chamorro community a clear assessment of its needs, so it could develop effective strategies to preserve and encourage use of the language.

The first objective was to develop a language assessment survey tool appropriate to the San Diego County Chamorro community, modeled on a similar survey designed by researchers at the University of Guam’s Center of Excellence for Chamorro Language and Culture (CLC), by the project’s fourth month. To accomplish this, project staff met with the CLC director, oriented her to the San Diego Chamorro community, and collaborated with her to revise the survey instrument. The CLC director provided useful advice during the survey development process, and the CLC’s survey tool served as an important starting point in creating CHE’LU’s survey, which gathered data on demographics, language ability, language use, language attitudes, and

language learning activities available in the community. After conducting a pilot test on nine people of varying ages and making minor adjustments to the survey, the project team finalized the survey, posted it on CHE'LU's website, and produced paper copies, all by the end of month two.

The second objective was to conduct the assessment, collecting a minimum of 1,150 surveys by the end of project's eighth month. To accomplish this, the project staff employed various methods, the most important of which was to expand access to the community by partnering with the Sons and Daughters of Guam Club (SDGC), whose facility serves as the primary community gathering place for Chamorros in the San Diego area. The SDGC provided CHE'LU with free use of its space, Monday through Friday, to conduct and collect language surveys, and allowed CHE'LU to open a survey booth at SDGC community events, including its Christmas gathering and monthly fiestas. CHE'LU's project director, community outreach specialist (COS), and project volunteers used this opportunity to inform the Chamorro community about the language assessment and to collect hundreds of paper surveys.

In addition to the surveying done at the SDGC, the COS used CHE'LU's database of community members to contact people by phone, email, and mail, enabling the collection of even more surveys. During the collection period, which CHE'LU extended for two additional months to account for slower than expected survey returns, the team gathered 978 surveys, including 303 online surveys. Though fewer than the 1,150 sought, these 978 surveys represented 13% of the Chamorro population documented in the 2000 Census, and CHE'LU's director, board, and other community leaders felt that the data collected in the surveys was reflective of

what community members felt and thought about the status of the language.

The third project objective was to analyze data and present findings in a report to the community. To accomplish this, the project staff studied survey responses across demographic groupings, learning how people of different age, gender, ethnic background, and household size rated their ability to understand, speak, read, and write the language; what language they used with family members; for what functions and purposes they used the language; and what they wanted to do, or not do, to promote the study and use of Chamorro. Because so much data was collected, the project team secured a three-month no-cost extension to finish the research. Upon completing the research, the project director provided a community presentation of the findings, and completed a formal report, which was then distributed to key community stakeholders.

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

CHE'LU's language assessment was the first research conducted on the status of the Chamorro language in San Diego since the community migrated there from Guam in the early 1950s. The project has provided the San Diego Chamorro community with a greater understanding of how the language is used in the community, the types of language-related services and resources (e.g., teachers) needed, and the strategies CHE'LU might pursue to preserve, maintain, and revitalize the language.

*"This project has enabled us to strategically plan a program that will improve our people's ability to understand, speak, read, and write their language."*

Randy Camacho,  
CHE'LU Executive Director

## Dry Creek Rancheria Band of Pomo Indians



<b>Project Title:</b>	Pomo Language Preservation and Restoration Project
<b>Award Amount:</b>	\$100,000
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 2 jobs created
- 6 elders involved
- 6 youth involved
- \$10,200 in resources leveraged
- 3 partnerships formed
- 1 language survey developed
- 47 language surveys completed

### BACKGROUND

One of eleven bands of Pomo people, the Dry Creek Rancheria (DCR) of Pomo Indians is located in Sonoma County, California, on 75 acres of what was once its 86,400-acre territory. Originally linked by location, language, and other cultural elements, the Pomo bands were never socially linked as a large unified tribe. Linguistically, Pomo is a language family that consists of seven distinct, and mutually unintelligible, languages.

Prior to this project, the Dry Creek dialect of Pomo survived through a single, 89-year old speaker, and a handful of other members with basic language skills. Of the DCR band's 1,002 members, nearly 70% are

under 44 years of age, meaning the current and future generations of Dry Creek members face the increasing likelihood of a future without any fluent Dry Creek Pomo speakers unless action is taken.

### PURPOSE AND OBJECTIVES

The purpose of this project was to complete a comprehensive survey of tribal members to determine their language knowledge and level of interest in the revitalization of Dry Creek Pomo.

The project's principle objective was to develop and distribute a language survey to the band's entire adult population, assessing language abilities and interest. Prior to developing the survey, staff conducted research to determine the extent of Dry Creek Pomo language materials held at the Grace Hudson Museum, California Indian Museum and Cultural Center, and the University of California, Berkeley.

Staff then developed the survey but was unable to release it to the public for several months due to unforeseen circumstances within the Tribal Council. After receiving permission, staff sent out 500 surveys and received 47 responses, which contained

information regarding 131 tribal members, or 13% of the total population.

Staff then contracted with the Northwest Indian Language Institute (NILI) to analyze the survey results. The analysis did not uncover additional fluent Dry Creek Pomo speakers, but did highlight a high level of interest within the community for the creation of a language program. Tribal members reported interest in learning the language through songs, cultural stories, books, and online and computer-based programs. The results also indicated a desire to develop new teaching materials and prioritize language instruction for tribal children and youth.

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

Project staff benefited through their proximity to preserved language materials and reported improved language skills as a result. The staff also increased their project management skills and computer knowledge through the project.

For the Dry Creek Rancheria Band of Pomo Indians, the project provided community-based feedback demonstrating the desire for language preservation. Families interacted to complete the language surveys, which helped foster interest. Reginald Elgin, the project director, shared that, “This project created a hunger in our community for our language.” Tribal leaders and project staff can use this information to develop a strategic language preservation plan in the future.

## Karuk Tribe of California



<b>Project Title:</b>	Karuk Paths to Prosperity: A Comprehensive Community Capacity Building Project
<b>Award Amount:</b>	\$904,056
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2007 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 2 Native American consultants hired
- 14 elders involved
- 300 youth involved
- \$1,240 in revenue generated
- \$322,612 in resources leveraged
- 236 individuals trained
- 19 partnerships formed

### BACKGROUND

For thousands of years, the Karuk people dwelled in more than 100 villages along the upper Klamath River on a million forested, mountainous acres in what is now a remote area of northwestern California. Currently, the tribe consists of 3,472 enrolled members, 1,454 of whom live in or near the tribe's service area. A 2004 labor force report showed that only 403 of the 851 resident tribal members (47%) available for work were employed, despite the efforts of previous tribal workforce development programs. Poverty continues to stem from

limited employment prospects and low educational attainment.

### PURPOSE AND OBJECTIVES

The purpose of the project was to increase employment and postsecondary educational opportunities for tribal members living in the Karuk aboriginal territory. The first objective was to create and maintain an electronic job search database and open-access website describing at least 100 tribal employment positions, with at least 200 tribal members utilizing these resources to explore, prepare training plans for, and apply for tribal employment. In year one, staff and the tribe's human resource department established the website. By the project's end they had described 104 tribal jobs on the website's hierarchical jobs list and provided a downloadable tribal job application form. The listings described roles, responsibilities, qualifications, and compensation for almost all tribal jobs; contained interviews with many of the people currently working in the listed positions; and enabled tribal members to understand what individuals in each position did on a day-to-day basis.

The project's second objective was to assist at least 50 tribal employees and/or tribal members to earn paraprofessional certificates or Associates' (A.A.) Degrees from accredited community colleges via distance education programs accessible through tribal community computer centers in Happy Camp, Orleans, and Yreka, the tribe's three main population centers. The objective called for at least 35 (70%) to realize employment gains such as initial job placement, increased compensation, or promotion; or to transfer to 4-year colleges. Early in the project, however, when community participation in degree and professional learning programs was low, the project team worked with tribal members and project partners to reassess the needs of the community. Though the project continued to center on education and training as the keys to better employment, it focused less on the attainment of degrees and certificates, and more on the concrete steps individuals could make towards achieving their personal educational goals.

In this spirit, student service coordinators at the three computer centers provided career counseling services, academic advising, financial aid advising, mentoring, job placement services, and assistance in enrolling in distance learning courses for 183 individuals. They also provided nearly 1,000 hours of training for 236 people in successful online learning, e-commerce, small business management, and topics related to computer literacy. Some of these classes were for adults, but many were for high school students who came to the three centers after school. Over 300 high school students benefited, many of them taking certificate courses, advanced placement courses, and vocational courses through the computer centers. In total, 133 individuals participated in distance education programs.

## **OUTCOMES AND COMMUNITY IMPACT**

Though the project team was unable to accurately track the employment gains or number of degrees and professional certificates earned through the project, they provided valuable training and education to a considerable number of tribal members. Moreover, the project increased public awareness of occupational and educational opportunities available in the region, and encouraged significant numbers of tribal members to develop academic goals and plans. By project's end, 30 tribal members had enrolled in A.A degree programs, 5 of whom were in distance learning A.A. programs. The entire tribal Head Start staff – eight members – earned A.A. degrees online, and another tribal member earned an online Masters' degree.

According to a project staff member at the tribe's Happy Camp Community Computer Center, an important benefit came not only in the education tribal members received, but in the change in their attitudes towards education: "This community has sometimes had an aversion to education, but there's been a turnaround, not only with the high school kids but with adults. People realize they can get help; they're seeing and hearing families benefit; and they realize that they don't have to go away to learn - resources exist here and people can stay in the community. We have brought an unfamiliar learning environment here, but we have done our best to make it friendly and accessible."

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*"It takes a lot to start college; it takes having a sense that things are possible. So we do all we can to demystify college and fear of the unknown..."*

Emma Lee Johnson,  
Student Services Coordinator

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## Manzanita Band of Mission Indians



<b>Project Title:</b>	Manzanita Tribal Land Use Plan for Self-Sufficiency
<b>Award Amount:</b>	\$84,810
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 11 elders involved
- 31 youth involved
- \$9,500 in resources leveraged
- 10 individuals trained
- 6 partnerships formed

### BACKGROUND

The Manzanita Band of Mission Indians, with 103 members, is a contemporary group of Kumeyaay Indians, located on 4,500 acres in southeastern San Diego County, nine miles north of the U.S.-Mexico border.

Through a previous ANA grant, the tribe developed a Tribal Action Plan identifying six long range priorities: environment, cultural preservation, health and human services, economic development, housing and community development, and education.

### PURPOSE AND OBJECTIVES

The project’s purpose was to develop a land use plan based on solid land use data and meaningful community input, building tribal

governance capacity and local control over tribal resources.

The first objective was to develop a land use survey, distribute it to the community, and collect it. To accomplish this, ten tribal members, including five Manzanita Regulatory Committee members and five community members, attended land use planning training conducted by the Falmouth Institute, a consulting company specializing in Indian Country capacity building and governance issues. Participants learned about purposes of a tribal land use plan, how to develop a land use plan, and topics commonly discussed in a land use plan. Following the training, they created a land use survey for tribal members with questions on: desired types of housing and businesses on the reservation; desired acreage for home site land assignments; elements to be addressed in a land use plan; designation of land for ceremonial purposes; designation of land for open spaces; types of business activities allowed on housing assignments; livestock grazing control policies and ordinances; and regulation and designation of off-road vehicle areas and trails. Project staff informed the community about the surveys through community

meetings and word of mouth, provided the option of completing surveys online or on paper, and asked members to send their surveys directly to the Falmouth Institute, who began preliminary analysis of the data. Twenty four surveys, representing 23% of tribal members, were returned by month 6.

The second objective, to be accomplished by the 9<sup>th</sup> month of the project, was to draft a Manzanita Land Use Plan with community participation, and identify two potential partners to assist the tribe in implementing plans for the following land use themes: cultural preservation, economic development, and housing. To ensure all tribal members had a chance to shape the land use plan, project staff hosted four separate meetings of tribal members, one of which was attended by 86 members. At the first meeting, the tribe's Environmental Protection Agency presented Geographic Information Systems (GIS) maps of the reservation, showing culturally sensitive areas, ecologically sensitive areas, wetlands and water, and other land use categories.

The preliminary land use plan was drafted by Falmouth Institute staff, project staff and two local consultants, both of whom performed their work in-kind. There was significant input to the draft by tribal administrators, council members, and community members. The plan defined three types of land use areas: general use zones, special management zones, and conservation zones. Each of these was then broken down into subcategories with land use priorities.

Project staff developed and enhanced key partnerships as intended, including partnerships with the San Diego Association of Governments (SANDAG) and the San Diego County Planning Department (SDPD). SANDAG officials shared expertise on governance issues related to land use, and SDPD officials facilitated a

discussion on low impact land use, general land use planning, and ordinance development. The tribe intends to continue developing these and other partnerships to ensure efficient, effective, and coordinated execution of its land use plan.

The project's third objective was for the Manzanita Tribal Land Use Plan to be finalized and adopted by the General Council. Final revisions were made after the final member meeting in the last week of the project period, and the plan was approved by the Tribal Council in December 2009.

### **OUTCOMES AND COMMUNITY IMPACT**

Project staff and partners have created a detailed Manzanita Tribal Land Use Plan with a clear mission, vision, and objectives, built on community consensus that will assist the tribal government in establishing priorities for the conduct of the band's affairs. Tribal members have been empowered by being involved in and learning about the importance of land use planning, whether related to housing, business, environment, or other topics.

The Manzanita Band's plan describes the history and resources of the reservation, current land ownership and management rules, and outlines land use priorities and action items to address the tribe's six long-term priorities. It provides methods by which the tribe can modify its programs, create ordinances, and monitor and evaluate the implementation of the plan. According to the project coordinator, the tribe is already considering developing ordinances based on its new land use plan; he believes the first ordinances developed will focus on land use and housing. Manzanita leaders and tribal members have begun exercising increased control over tribal resources, and have expressed confidence the band is moving toward greater social and economic self-sufficiency.

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## Redwood Valley Little River Band of Pomo Indians




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<b>Project Title:</b>	Development of Tribal Demographic Consolidation and Management System
<b>Award Amount:</b>	\$89,643
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

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### PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 10 elders involved
- 11 youth involved
- 9 individuals trained
- 2 partnerships formed

### BACKGROUND

The Redwood Valley Little River Band of Pomo Indians is located on the Redwood Valley Rancheria in Mendocino County, California. The rancheria includes 10.41 acres of historical land and roughly 200 acres recently purchased by the band. The tribal population consists of 170 members, the vast majority over the age of 18.

Prior to this project, the tribe realized the data software system it purchased in 2000 was outdated and lacked capacity to deal with various demographic criteria requirements for different funding agencies. The tribe's recent social and economic development strategy plan called for updating the demographic data system to

facilitate the expansion of community services for tribal members.

### PURPOSE AND OBJECTIVES

The purpose of this project was to update the demographic data system in line with recommendations from the tribe's social and economic strategy plan.

The project's first objective was to purchase and install a Tribal Data Resources Data Management Systems (DMS), train two staff in its use and complete a data collection effort for the Redwood Valley tribal community. Staff purchased and installed the new system and conducted intensive training with the tribe's two enrollment staff and seven additional staff, including the tribal administrator.

Staff members then developed and distributed 102 surveys to community members collecting information on job status, race, benefit receipts, housing conditions, and other indicators. To bolster the survey return rate, staff conducted an intensive door-to-door collection effort, held two community dinners and one large

community event, ultimately receiving 30 survey responses.

The project’s second objective was to establish a high quality data infrastructure system and reporting capabilities to support future planning and development efforts. To do so, staff input the collected survey responses and uploaded community member photos into the DMS system. With this information, staff was able to create tribal identification cards for the 30 respondents. Staff also created a series of standardized reports on the tribe’s demographic distribution by the surveyed categories.

**OUTCOMES AND COMMUNITY IMPACT**

The low quality of previous tribal member identification cards had long been a point of dissatisfaction in the community. For tribal members, the new cards represent a positive, tangible gain from the tribe’s data collection efforts. This has encouraged more tribal members to fill out the surveys, thereby increasing the tribe’s knowledge of its membership. As an added benefit, tribal members have reported an increased sense of pride in belonging to the tribe, due in part to the professional look and feel of the new cards.

By training nine tribal staff members in the use and benefits of the DMS system, staff engendered understanding and support for data collection efforts. Tribal staff can now find relevant demographic information quickly by using the DMS program’s filters. This data greatly assists the tribe’s grant writer in efforts to develop funding proposals that require community demographic information.

The widespread interest in new identification cards has motivated the tribe’s enrollment committee to redouble its efforts to obtain comprehensive enrollment information from all tribal members. As the tribe’s knowledge of its membership

increases, it is establishing a more complete picture of tribal member distribution and community needs.

To sustain the benefits of the new database, the tribal enrollment committee has taken over responsibility for maintaining and updating the system.

*“This project addressed the Tribe’s need. We now have a fairly comprehensive database with a much higher percentage of completed data sets than we had in the past.”*  
Zhao Qin, Tribal Administrator

## Smith River Rancheria



<b>Project Title:</b>	Taa-laa-wa Dee-ni' Wee-ya' (The Tolowa People's Language) Project
<b>Award Amount:</b>	\$343,527
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 6 jobs created
- 5 Native American consultants hired
- 4 elders involved
- 236 youth involved
- \$221,092 in resources leveraged
- 11 individuals trained
- 12 partnerships formed
- 5 language teachers trained
- 801 native language classes held
- 236 youth increased their ability to speak a native language
- 25 adults increased their ability to speak a native language
- 1 person achieved fluency in a native language

### BACKGROUND

The Smith River Rancheria is located along the Smith River and Wilson Creek in northwestern California, extending into southwestern Oregon. The indigenous people of the area are the Taa-laa-wa Dee-ni' (Tolowa people). The Tolowa numbered

ten thousand before the westward expansion, but after the settlement of Westerners, the population dropped to a few hundred. Today there are 965 enrolled members of the Smith River Rancheria. The Taa-laa-wa Dee-ni' Wee-ya' (Tolowa language) has only three fluent speakers.

### PURPOSE AND OBJECTIVES

The purpose of this project was to increase the number of fluent speakers able to teach the Tolowa language, to aid in preserving and revitalizing the tribe's language and culture. The project's primary objective was to train three Dee-ni' Wee-ya' apprentices to become Tolowa language speakers and teachers through 850 hours per year of culture-based master-apprentice language immersion training, with apprentices increasing one level of proficiency per year in listening, speaking, reading, and writing.

Though the project had only three paid apprentice positions, six apprentices took part in the training, working with two elder speakers and the tribe's language expert. After being assessed for language proficiency, the apprentices were placed into Master Apprentice (MAP) teams, which met for one hour per day, five days per week.

The MAP teams also came together as a group twice each week for culture-based language instruction, and the apprentices attended two Dee-ni' Wee-ya' linguistics instruction sessions per week with the language expert. Furthermore, apprentices (working with elders) devoted five hours per week transcribing audio files from archived recordings. Moreover, they kept daily and weekly logs of their language learning and underwent quarterly formative assessments.

To assess the extent to which apprentices were progressing, the project staff and the Northwest Indian Language Institute (NILI) developed an assessment tool, which measured the number of topics, functions, and structures apprentices could use, as well as their accuracy in grammar and pronunciation across six language proficiency levels. Early in the project period, the project team decided not to assess the writing level of the apprentices, after concluding that the amount of time required to increase writing proficiency would significantly detract from the apprentices' learning of other domains.

In addition to studying the Tolowa language, language apprentices made efforts to build their knowledge and skills as teachers. Along with project staff and elder teachers, they participated in two NILI Summer Institutes, studying linguistics, teaching methods, curriculum development, and other topics. In April 2009, they attended an Accelerated Second Language Acquisition (ASLA) workshop to learn ASLA teaching methodology. These courses, particularly the ASLA course, helped apprentices and project staff to develop skill sets and curriculum, enabling them to provide language instruction for over 250 people at the tribe's youth language camp, community language classes, and Del Norte High School in Crescent City. The ASLA teaching methodology has proven very effective, especially for the over 200 high

school students taking regular Tolowa language classes.

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

The project exceeded its goal of training three apprentices to become speakers and language teachers, instead enabling five of six participating apprentices to significantly increase their proficiency in speaking, listening, and reading. Prior to the project, four apprentices were at level one or below, and two were at level two. By the end of the project, two apprentices had reached level two, three were at level three, and one had reached level five (as an advanced conversational speaker). According to the project director, the tribe will soon have seven or eight fluent speakers, all of whom will contribute to the revitalization of the language.

The Taa-laa-wa Dee-ni' Wee-ya' Project did much over three years to ensure the preservation of the tribe's language and culture. In the two decades prior to the project, the tribe's language programs were grassroots programs originating with one person, the tribe's language expert, who almost single-handedly perpetuated the language's survival. By project's end, however, a nine-member tribal language committee had been formed and the Tribal Council was funding the language and culture program. The tribe had vibrant language programs in local schools, a new cohort of trained teachers, and the language appeared in newsletters, posters, and tribal maps. Marva Scott, the project director, stated "The project has really affected the mindset of tribal members - especially youth - who are now truly embracing their cultural identity. We're doing presentations off the reservation, too, so both Indians and non-Indian people are learning about the richness of our language and culture."

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## Susanville Indian Rancheria




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<b>Project Title:</b>	Tribal Governance Project
<b>Award Amount:</b>	\$196,716
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

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### PROJECT SNAPSHOT

- 3 jobs created
- 2 businesses created
- 2 Native American consultants hired
- \$11,340 in resources leveraged
- 9 individuals trained
- 5 partnerships formed
- 4 governance codes/ordinances developed
- 2 governance codes/ordinances implemented

### BACKGROUND

The Susanville Indian Rancheria (SIR) is a federally recognized tribe located in Lassen County in northeastern California. It is located at the ecological transition between the Sierra Nevada Mountain Range, Cascade Mountain Range, Great Basin, and Modoc Plateau regions. The SIR land base consists of 1,340 acres on five non-contiguous properties with 1,100 held in trust status and 240 in fee status. The land is utilized for tribal housing (both tribally owned and private for-profit), tribal administration, health services, education, and economic development.

The tribe currently has three economic development ventures: a hotel-casino, mini-mart, and for-profit housing development. In 2004, the tribe developed a master plan to improve the socio-economic and environmental situation of the reservation communities. One of the highlighted issues in the plan was the development of an economic development corporation to create uniformity of the tribe's business enterprises.

### PURPOSE AND OBJECTIVES

The purpose of this project was to separate the tribe's businesses from itself for liability, financing, and managerial reasons. By doing so, the tribe hoped to expand its economic development potential.

The project's first objective was to hire an economic director and establish the basic infrastructure for a planning department. Though delayed for two months due to a protracted job search, the economic director was hired and immediately secured a subsidized office location in the tribe's hotel-casino.

The project's next objective was to establish the new planning department's governing policies, procedures, and by-laws. Staff developed articles of incorporation, policies

and procedures, and by-laws for the SIR Corporation (SIRCO) by September, 2009. Prior to project completion, the tribe approved SIRCO's 2010 budget and signed roughly \$500,000 in development funds to SIRCO's control, as supplemental funding to other resources it secures. SIRCO then applied for five large federal grants to support its budget. By the end of the project SIRCO had developed a secondary business, SIRCO Federal Services (SIRCO FS), to secure federal contracts and 8A funding. Among potential contract ideas for SIRCO FS are a weapons training facility for various governmental police agencies, forestry services, and information technology services.

The project's final objective was to complete a corporate business charter to ensure current and future tribal businesses are placed under the independent control of SIRCO. To enhance the business council's decision-making capacity, the economic director and a consultant conducted 41 meetings which strengthened the council's business and code knowledge. The council then decided upon a phased six-year plan in which the tribe's current business council members, who presently comprise SIRCO's board of directors, will cycle out of the SIRCO board. By the end of the six-year period, only one member of the business council will remain on SIRCO's board. In addition to the phased plan, SIRCO will form a professional advisory board within one year of the project's end date. The advisory board will train future members of the SIRCO board to ensure consistency as business council members cycle out. While the infrastructure to complete the transition was in place prior to the end of the project, the actual transfer of business control occurred in January, 2010 as the convenience store, casino, and hotel were transferred from the tribe to SIRCO.

## **OUTCOMES AND COMMUNITY IMPACT**

The project established a framework through which expanded economic activity can take place while insulating the tribe from financial and liability issues. The strategy underpinning SIRCO and SIRCO FS is the formation of strategic partnerships with industry experts to develop the skills and capacity of tribal member business owners. The project also assists the tribe in diversifying its economic portfolio, leaving it less susceptible to potential gaming downturns through SIRCO's focus on new growth ideas.

The tribal business council enhanced its capacity and knowledge of the tribe's business potential and relevant regulations. The project may also lead to job creation and revenue for the cities of Susanville and Herlong, depending on the extent to which current business plans succeed. Though SIRCO tribal members will have hiring preference for SIRCO and SIRCO FS businesses, non-tribal Native Americans and non-natives will likely also benefit from any new job creation.

## Susanville Indian Rancheria



<b>Project Title:</b>	Language Assessment Project
<b>Award Amount:</b>	\$70,521
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- 36 elders involved
- 42 youth involved
- \$3,688 in resources leveraged
- 3 individuals trained
- 9 partnerships formed
- 1 language survey developed
- 192 language surveys completed

### BACKGROUND

The Susanville Indian Rancheria (SIR) is a federally recognized tribe located in Lassen County in northeastern California. It is located at the ecological transition between the Sierra Nevada Mountain Range, Cascade Mountain Range, Great Basin, and Modoc Plateau regions.

In 2004, the tribe developed a master plan to improve the socio-economic and environmental situation of the reservation communities. One of the highlighted issues in the plan was the development of a language fluency program.

The tribe's 540 enrolled members have aboriginal ties to four tribes (Maidu, Northern Paiute, Pit River, and Washoe), which speak different languages within three language groups. The tribe implemented a partial language survey in 2004, but lacked comprehensive information on fluent speakers. As a result, while it was rumored there are only ten fluent native speakers combined for the SIR's four languages, the exact figure was not yet known.

### PURPOSE AND OBJECTIVES

The purpose of this project was to implement a language assessment to determine the number of speakers and their competency levels for each of the four languages.

The project's first objective was to hire staff, develop a language assessment tool, and create a database of all Lassen and Plumas County Native Americans and SIR tribal members. Because SIR did not have an existing language department, the tribe's natural resource department (NRD) implemented the project. To guide development of the language assessment tool, staff met with a focus team comprised of known fluent speakers and respected community members. The focus team

directed the design of the survey, ensuring wider community input and support. Staff then distributed 700 copies of the survey and received 192 responses, a 27% rate of return. One project challenge was the lack of access to mailing lists from the tribe and tribal health services, an unforeseen circumstance which caused staff to use less systematic methods to secure tribal member addresses. To encourage community members to respond, staff attended community events and utilized raffles.

The project's next objective was to analyze the survey results and develop long range goals for the survival of the languages. Staff contracted with an outside agency to conduct the data analysis but was unable to secure the agency's services until the end of the project. Staff presented the results at a large community event, attended by 37 community members. Of the 192 respondents, only 29 considered themselves speakers of Maidu, Pit River, Northern Paiute, and/or Washoe. The results demonstrated a rapid decline in SIR language usage from generation to generation. While only roughly 5% of current respondents report speaking their native language, 20% of their parents' generation and over 60% of their grandparents' generation spoke the language. The survey also recorded the number of respondents who previously participated in language learning programs and identified the preferred settings for language learning, including family programs, daycare, after school, and Internet programs, among others. After project completion, staff planned to begin developing a proposal for a second grant from ANA to begin language preservation activities.

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

As a result of the assessment, SIR has more comprehensive language data to inform

future language preservation decisions. The results demonstrate tribal member interest in preserving SIR languages through some type of language program.

Staff reported anecdotal evidence, supported by survey results, of increased community interest in the preservation of their languages. Momentum from the project also helped NRD establish an internal language sub-department, which immediately began attracting historic language resources from community members hungry for a program. In addition, the NRD now publishes a language section within the tribal newsletter.

## Ukiah Hinthill Community and Cultural Development, Inc.



<b>Project Title:</b>	Yokaia Economic Development Project
<b>Award Amount:</b>	\$76,899
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2008 – Sept. 2009
<b>Grantee Type:</b>	Native Nonprofit

### PROJECT SNAPSHOT

- 2 jobs created
- 2 Native American consultants hired
- 25 elders involved
- 7 youth involved
- \$5,200 in resources leveraged
- 11 individuals trained
- 2 partnerships formed

### BACKGROUND

The 120-member Yokayo Indian Community is a band of Pomo Indians, historically known as the Yokaia, located in the Ukiah Valley, in central California. Yokayo territory is comprised of a 73-acre top land zoned as range land and 46-acre bottom land zoned for agriculture. The tribe historically cultivated cash crops on the bottom land, using proceeds to pay tribal property taxes and cash dividends to members. For the past 20 years, however, the bottom land lay fallow and tribal members had been unable to determine the best means for its development.

Community members recently formed Ukiah Hinthill Community and Cultural

Development, Inc. (UHCCD), to fulfill the tribe's governmental functions. Tribal respondents in a 2005 community needs assessment placed emphasis on job creation and economic development. The main obstacles to such development were the lack of a land use plan with options for development and the UHCCD leadership's lack of training in economic development.

### PURPOSE AND OBJECTIVES

The purpose of this project was to strengthen the UHCCD leadership and tribal membership to plan and develop an economic project for the bottom land.

The project's first objective was to increase the management capacity of the UHCCD board of directors and Yokayo planning committee members through six management and economic development workshops. Prior to the trainings, staff surveyed board and committee members to assess organizational strengths and weaknesses. Then, working with a consultant, staff designed an economic development training and delivered four training sessions. Staff delivered two additional trainings, without the use of ANA funds, after the project period ended. In

addition to training participants on economic development issues, such as tax laws, staff and consultants educated board members on policies, procedures, and leadership responsibilities.

The second objective was to create a land use plan and map of the Yokayo bottom land to identify culturally significant sites and areas for economic development projects. The land use plan clarified the parameters of permitted development in the bottom land and laid out options for future discussion. The options include harvesting organic fruits and vegetables for farmer's markets and the construction of a straw-bale community center to simultaneously serve as a concession. One of the plan's concepts was to enhance the bottom land's sedge beds, the grasses of which supply the tribe with material for making traditional baskets and cradleboards.

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

Members of the UHHCD board and Yokayo planning committee reported an increase in self-confidence and better understanding of their roles and responsibilities as a result from the project. Noting the potential long term benefits of the increased capacity, UHHCD Board President Ann Rodriguez shared, "We are doing this for our kids and grandkids; making an effort to make progress for the tribe." Board members also shared that the project helped outline potential projects to develop the bottom land and potentially add economic opportunities for the tribe.

In an effort to sustain momentum, staff successfully competed for an additional ANA project to fund development of the bottom land's sedge beds. Staff hopes the efforts will build on this project's momentum and generate additional community support for future developments.

## Yurok Tribe



<b>Project Title:</b>	Yurok Language Fluency Project
<b>Award Amount:</b>	\$482,961
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2006 – Sept. 2009
<b>Grantee Type:</b>	Tribe

### PROJECT SNAPSHOT

- 3 jobs created
- 14 Native American consultants hired
- 10 elders involved
- 300 youth involved
- \$111,028 in resources leveraged
- 11 partnerships formed
- 11 individuals trained
- 11 language teachers trained
- 96 native language classes held
- 300 youth increased their ability to speak a native language
- 29 adults increased their ability to speak a native language
- 6 people achieved fluency in a native language

### BACKGROUND

The Yurok Tribe is California's largest tribe, with nearly 5,000 members. The Yurok language is distantly related to Algonquian languages spoken across central and eastern North America, including Blackfoot, Cree, Ojibwe, and others. Before the tribe began language restoration efforts in 1997, the

Yurok Language was nearing extinction, with just 19 fluent speakers, all over age 70. In 2006, though the number of fluent speakers had decreased to 11, the tribe had made headway in restoring the language, increasing the number of semi-fluent speakers, serious language students, and people with knowledge of the language from 66 to 429 individuals.

### PURPOSE AND OBJECTIVES

The purpose of the project was to increase the teaching capacity of Yurok language teachers in order to increase the fluency levels of Yurok speakers at all levels.

The first objective was to develop coherent, age-appropriate Yurok language teaching frameworks with base curriculum units for children from pre-school through 6<sup>th</sup> grade. Project staff contracted with a tribal member teaching in a local school to put together the first unit, and used the template she created to produce later units. In year one, project staff members, Yurok language working group members, and nine teacher interns developed a pre-school framework with six curriculum units for teaching the language. In years two and three, they developed two six-unit structured frameworks for teaching Yurok to Kindergarten to third grade

students and to fourth through sixth grade students. The curricula included structure, function, and skill-based lessons, as well as games and activities to make classes more fun and the language more accessible. Project staff placed all of the units and supplementary materials on CDs, resulting in over 20 new language learning CDs becoming available for tribal members.

The second objective was to provide teacher interns with academic coursework in Yurok grammatical structure. In year one, nine teacher interns and two staff members studied Basic Yurok grammar at a three-week summer institute and at informal workshops held throughout the year. In year two, through the same institute and workshops, six interns and two staff members studied intermediate grammar. In year three, they studied advanced grammar at a two-week summer institute and at four formal weekend workshops held throughout the year. In years two and three, eight participants demonstrated mastery of Yurok grammar by passing examinations.

The third objective was for six teacher interns to increase their Yurok fluency by four Kirkeby/Buccola Fluency Assessment gradients. Instead of using this assessment tool, however, staff and Berkeley language specialists developed a nine-gradient Yurok language assessment tool more appropriate to Yurok language usage and structures. Over three years, six interns and two staff members increased fluency by working with elder consultants and participating in summer institutes and community immersion environments with other Yurok community members. By project's end, four teacher interns and two staff members had reached level six on the fluency scale, and were judged conversationally fluent by Yurok language program administrators.

The fourth objective was to enhance teaching ability for intern teachers, each of

whom had teaching assignments at schools, education centers, universities, or home groups in the community, through 60 hours of mentoring in each of the project's final two years. In year two, after visiting their teaching sites to determine what kind of services the interns needed, project staff and consultants, elders, and Yurok teachers in the community set up and implemented a mentoring plan, focusing on how interns could improve their teaching. They mentored interns in curriculum and lesson plan development, classroom management, pre-K – grade 3 instructional frameworks, and learning and teaching Yurok writing. In year three, they provided mentoring on how to identify barriers to developing fluency, curriculum development using electronic media, best practices in language teaching, grade 4-6 instructional frameworks, improving writing, and increasing fluency.

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

Nine language teacher interns and two staff members increased their fluency and knowledge of the Yurok language, including six who reached conversational fluency as a result of the project. These individuals join the tribe's already strong Yurok language community of practice committed to restoring Yurok as a living, flourishing language. Teacher interns gained valuable teaching and lesson planning experience, and learned techniques to help them improve their teaching. Twenty-nine adults and three youth improved their ability to speak Yurok through community immersion sessions, and 300 youth learned Yurok in pre-K – high school courses taught by teachers and teacher interns participating in the project. According to the project director, the project increased the Yurok community's interest and pride in the language, and tribal leaders continued to provide strong support for the Yurok language program.