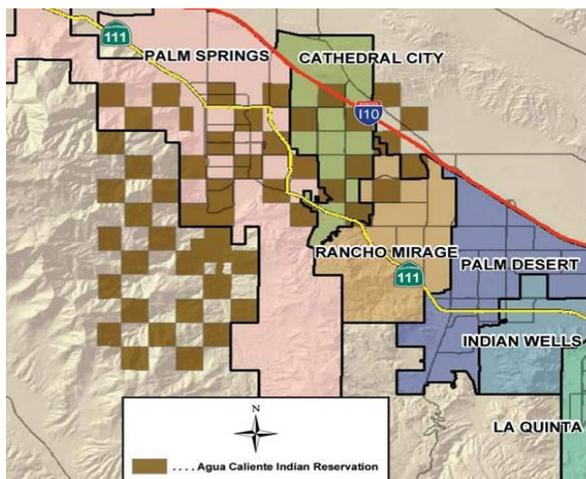


AGUA CALIENTE BAND OF CAHUILLA INDIANS



Project Title:	Develop Historical Preservation Management Plan and Research Design to Use as a Road Map for the Upgrade of the Tribal Codes
Award Amount:	\$210,307
Type of Grant:	Environmental
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 10 elders involved
- 5 youth involved
- \$14,100 in resources leveraged
- 19 partnerships formed
- 13 codes developed

BACKGROUND

The Agua Caliente Band of Cahuilla Indians Reservation is located in and adjacent to the city of Palm Springs in Riverside County, California. The Tribal Historic Preservation Office (THPO) of the Agua Caliente Band was formed in 2005 to ensure the continuance of the tribe’s cultural heritage for current and future generations and increase preservation of Cahuilla archeological assets.

Prior to this project, the THPO governing codes did not sufficiently protect native archeological sites of value to the tribal community or involve the tribe in the decision making process regarding where and how archeological digs conducted by non-local researchers from private or

academic institutions occur. THPO staff believe native knowledge, experience, and perspective should be integrated into the digs.

Furthermore, historic and land preservation efforts are challenged by the checkerboard nature of Cahuilla land, as small parcels under Cahuilla ownership are non-contiguous and interspersed with parcels owned by the city, the county, or private individuals. Not having jurisdiction over adjacent lands presents a challenge to the tribe as they work to preserve Cahuilla resources.

PURPOSE AND OBJECTIVES

The purpose of this project was to provide guidance to tribal staff and agencies, developers, and local, state, and federal partners in the protection, preservation and mitigation of important resources to the tribe. The project strove to provide guidance through the development of THPO priorities and policies.

The first objective was to develop an archeological research design including topics of study relevant to the preservation of cultural resources. To accomplish this

objective, the THPO's cultural specialist collected community input on the resources the tribe would like to see preserved by visiting tribal members at their homes and holding lengthy one-on-one meetings. Staff collected 39 surveys and incorporated the results into the research design, which they finalized by the end of the project. The design provided guidance for archaeologists and ethnographers conducting cultural studies within the reservation and traditional use area. Ideally, researchers will integrate tribal interests and concerns highlighted in the design into their own studies.

The second objective was to develop a historic preservation management plan for cultural resources on the reservation and on lands outside of Cahuilla territory. To learn from plans created by THPOs across the country, the tribal historic preservation officer and the cultural specialist reviewed at least one historic preservation management plan from all 50 states, and one from each of the six U.S. territories. After strategically reviewing these plans, project staff collaborated to write a comprehensive plan that outlines the THPO's approach for managing historic and cultural sites for the next five years. The plan includes a list of criteria for judging a site's cultural significance as well as approaches for mitigation, management, or conservation of these sites. The plan also lists known tribal cultural and historic properties within the Agua Caliente Reservation and immediate environs.

The third objective was to update the tribal codes to protect tribal cultural resources from environmental impacts of economic and development projects. Project staff updated and developed 13 codes that establish the THPO as a steward for the preservation of the tribe's cultural resources, refine the office's authority to develop working partnerships with state and federal governments in regards to protection of

tribal resources, and firmly define the purpose and mission of the office. The new codes also expand protection of tribal heritage by including a comprehensive list of types of resources that are culturally significant and must be preserved.

OUTCOMES AND COMMUNITY IMPACT

During the process of learning about the historic preservation management plans of THPOs across the country, project staff developed relationships with 19 partners, including neighboring tribes, city and county governments, and state and national anthropological societies. By soliciting feedback and collaborating, project staff strengthened their historic preservation management plan, shared the purpose behind the new THPO codes, and created awareness of the need for a native perspective in private and academic archeological research. By incorporating the native viewpoint in research design suggestions, the preservation management plan is one of the most comprehensive plans in the nation.

In addition, the tribe increased its knowledge of tribal history by creating an inventory of cultural resources in need of protection and preservation. Through discussions with elders, staff learned about new resources, affirming the survey work was timely and critical.

If passed by the Tribal Council as expected in 2012, the updated THPO codes will strengthen the office's authority to regulate archeological work or development on tribal property. As a result, important historical resources such as houses, cemeteries, sweathouses, trail shrines, and rock art will have a higher chance of being preserved for generations to come.

INDIAN CHILD WELFARE CONSORTIUM



Project Title:	Improving the Well-Being of Children – Tribal Healthy Marriage Project
Award Amount:	\$698,434
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 full-time equivalent jobs created
- 15 elders involved
- 6 youth involved
- \$36,938 in resources leveraged
- 18 partnerships formed

BACKGROUND

Indian Child Welfare Consortium is a nonprofit inter-tribal consortium comprised of eight tribes and one tribal consortium in southern California, with representative delegates from each tribe and organization. The consortium, known in the community as Indian Child and Family Services (ICFS), implements the Indian Child Welfare Act and provides foster care and child abuse therapy services for native families residing in or near the 33 reservation communities within San Bernardino, Riverside, and San Diego Counties.

Prior to this project, ICFS recognized a breakdown in traditional child-rearing, in which parents, clans, and entire communities were responsible for providing care to young people. This breakdown has led to conflict in relationships and a lack of

skills for maintaining a healthy marriage; it is also connected to child neglect and high-risk adolescent behavior.

PURPOSE AND OBJECTIVES

Keeping in line with ICFS' commitment to provide culturally relevant and evidence-based prevention and intervention services, the purpose of this project was to create and run a Tribal Healthy Marriage Program (THMP) for 75 native families, and evaluate the effect of the program on these families.

The first objective was to increase awareness of the importance of healthy marriages for native couples, children and communities by disseminating a public advertising video of ICFS' services. Project staff contracted with a videographer to produce a video portraying positive and negative communication patterns among native couples along with ideas for culturally appropriate conflict resolution. The video was presented at a series of meetings with the Riverside County Department of Social Services and San Bernardino County Department of Social Services, where it reached over 500 social workers; as a result, 50 percent of THMP

participants were referred by the county social service departments.

The first objective also included brief marital intervention and counseling services for couples. One hundred and forty-three participants were recruited; staff conducted motivational interviewing and brief marital interventions to introduce participants to the THMP. In a motivational interview, the counselor works with the client to identify personal processes that motivate change. Project staff employed this technique and adapted it by encouraging couples to create genograms, which are explorations in personal genealogy to help participants understand how historical trauma impacted the relationship health of their ancestors, and in turn, impacted their current relationship's health.

The second objective was to provide more intensive THMP services to at least 57 individuals. Project staff exceeded this objective by providing Prevention and Relationship Enhancement Program (PREP) and Incredible Years curricula training to 116 people. Through eight hours of PREP training, participants learned to communicate proactively, manage stress, and work as a team with their partners. Through 30 hours (at minimum) of Incredible Years training, program participants learned skills to strengthen parent-child relationships and improve child behavior.

The third objective was to evaluate the benefits of the THMP. Project staff collected pre- and post-test information from 116 participants receiving motivational interviewing, PREP, and Incredible Years services. The project director collaborated with a researcher to analyze the data and prepare an evaluation report. Results from the report indicate that participants responded well to the curricula. Parents showed a significant reduction in depression

and parenting stress, and child behavioral difficulties also significantly decreased. In addition, 79 percent of couples reported improvement in marital happiness.

OUTCOMES AND COMMUNITY IMPACT

ICFS worked extensively to adapt evidence-based relationship curricula by incorporating native practices, such as using a talking stick for communication between couples, completing genograms to create awareness of the effects of historical trauma, and featuring Native American elders and leaders in the promotional video. These strategies successfully demonstrated that healthy relationships align with traditional native values. Participants responded well to the curricula, remarking that the communication skills they gained strengthened their relationships with each other and with their children, resulting in a more supportive family dynamic.

ICFS has secured federal funding to continue the healthy relationship couples groups for the next 5 years, and has also secured a funding commitment from Riverside County Mental Health to continue the parenting program. This support further demonstrates that ICFS has created parenting and healthy relationship programs that are relevant to the local native community.

“Those communication classes were a big part in preventing yet another broken family.”

Bobby Jo and Harold John Larkin, PREP Program Participants

intended to propel second language learners past the beginning level to conversational proficiency. Because project participants were spread out over a wide geographic area, the project team carefully devised a schedule allowing participants to attend design sessions, produce a curriculum, and test it. Five project staff attended Advocates for Indigenous California Language Survival Immersion Training, learning how to create interesting, accessible, and effective lessons immersing future students in their language. During the project period, 11 additional individuals received such training, providing a basis for effective instruction, curriculum development, lesson planning, teaching, and language learning in the community.

With help from linguists at two California universities, the team designed a grammar reference book with an introduction and eight chapters, including all of the lesson plans and teaching activities intended in the project plan. All chapters were grounded in immersion language acquisition and communication-based instruction techniques. Chapter topics included: Kawaiisu grammar basics, Kawaiisu sounds and writing, verbs, verb agreement, nouns and pronouns, words of position, questions, descriptive terms, and word order.

To create the curriculum, the team interviewed and recorded fluent elders to define grammar concepts and features of the language; devised a Kawaiisu writing system; defined objectives for each of the eight units, planned and designed at least four lessons for each unit; created 12 or more activities for each unit; taught test lessons to second language learners; made changes based on learner feedback; and ensured all members of the team, including fluent speakers and test learners, understood grammar topics and were satisfied with the curriculum content, planning, and design processes. The team also designed media

products to support the units, including audio interactive CDs, DVDs, and games.

The second objective was to develop a 10-year language revitalization plan utilizing feedback from community members, and to ensure language learning materials were available to tribal members and potential second language learners. To accomplish this, project staff, utilizing feedback from four surveys completed by 185 community members, developed a three-forked plan including: 1) a teaching plan with family-based “language at home instruction,” 2) a Kawaiisu language documentation plan, and 3) a sustainability plan. Through five community potlucks, two book signings, various newspaper, newsletter, and local magazine articles, the KLCC team kept tribal members aware of project progress and informed them of upcoming language classes. Through the KLCC’s new website, the team publicized language classes, distributed new grammar references and curricula, and distributed the KLCC’s existing language instructional media.

OUTCOMES AND COMMUNITY IMPACT

According to Project Coordinator Laura Grant, “Our design team members learned how to plan and design a grammar-based curriculum, with unit plans, supporting lessons, and teaching activities. Everyone involved—particularly the elder teachers—now understand grammar concepts well enough to teach them to others.” Project Administrator Julie Turner added, “We have made real breakthroughs in our ability to understand and use our language. In the past, we could repeat sentences and phrases; now, we can produce our own sentences and actually think in the language.” Over the next three years, the KLCC intends to continue developing fluency in its language teachers and in the family members of fluent elder speakers, and to extend community classes to 65 additional tribal members.

RIVERSIDE-SAN BERNARDINO COUNTY INDIAN HEALTH, INC.



Project Title:	Native Challenge Healthy Marriage Initiative Project
Award Amount:	\$702,134
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2008 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 full-time equivalent jobs created
- 18 elders involved
- 5,200 youth involved
- \$177,221 in resources leveraged
- 30 partnerships formed

BACKGROUND

Riverside-San Bernardino County Indian Health, Inc. (RSBCIHI) is a nonprofit healthcare organization providing medical and outreach services to nine tribes in southern California. RSBCIHI's geographic service area covers 27,278 square miles within Riverside and San Bernardino Counties.

At the time this project began, the teen pregnancy rate in RSBCIHI's service area was the highest in the nation. One-third of children delivered on the reservations were born to mothers who lacked sufficient financial resources, and only half had fathers involved in their upbringing. RSBCIHI staff believed the community was struggling with an intergenerational cycle of unhealthy marriages and domestic violence, and strove to provide an intervention for young people.

PURPOSE AND OBJECTIVES

The goal of this project was to increase youth awareness of the value of healthy marriage and equip youth with relationship strengthening skills.

The first objective was to provide pre-marital education to 750 students in 10 schools. To accomplish this, the project director hired two marriage specialists and trained them in classroom management and healthy marriage curricula, including Love U2 Relationship Smarts Plus, Positivity, Responsibility, Influence, Consequences, Encouragement (P.R.I.C.E.), and Baby Think It Over. The project director signed five-year Memoranda of Understanding with the school districts in RSBCIHI's service area, receiving permission to teach students during class time and assemblies.

The marriage specialists provided a variety of services to 66 middle and high schools; in some schools, specialists conducted a two-day training program, and in others they filled vacant physical education or health positions and taught for weeks at a time. The specialists trained over 4,000 students in the Love U2 curriculum, with the average student receiving eight to 10 hours of

training. Specialists also taught 117 students the Baby Think It Over curriculum, giving teens computerized infants programmed to cry as real babies and able to record the teens’ ability to provide care, to introduce them to the responsibilities of parenthood. In addition, the specialists held 15 school assemblies, covering topics such as teen pregnancy and dating violence.

The second objective was to provide pre-marital education to 300 young parents and pregnant adolescents on the tribal reservations in RSBCIHI’s service area. Marriage specialists taught over 1,000 people the P.R.I.C.E. parenting curriculum, developed by the Riverside County Office of Education, which provides strategies for parent-child communication and discusses the negative effects of alcohol abuse, drug abuse, and infidelity on children. The specialists held six sessions a year at different tribal reservations, and supplemented the P.R.I.C.E. curriculum with budgeting workshops and talking circles about domestic violence.

Project staff also worked closely with native youth groups to raise funds for the youth’s annual “Dream the Impossible” Youth Leadership Conference. The 2011 conference emphasized respect for culture and traditions, healthy families, future goals and self-improvement, utilizing support programs and team-building; attendance was free for all native youth.

OUTCOMES AND COMMUNITY IMPACT

Project staff trained thousands of young people, but these connections were not superficial. Youth kept in touch with the specialists through Facebook, email, and phone to ask questions and receive guidance, and the specialists served as role models and confidants.

In addition, the in-school and community trainings increased student’s self-knowledge

and taught young parents crucial concepts in building relationships and managing finances. Pre- and post-evaluations from the Love U2 curriculum revealed that out of over 1,000 students, 68 percent cited improved knowledge of teen pregnancy prevention, goal setting, and decision-making skills as a result of the outreach. In pre- and post-evaluations of the P.R.I.C.E. curriculum, participants reported a 34 percent increase in knowledge of healthy relationship skills, a 12 percent increase in understanding the importance of budgeting, and a 23 percent increase in knowledge of parenting skills.

Throughout the project, a 12-person advisory council composed of tribal representatives guided the project and participated in sustainability planning with RSBCIHI’s board. In the third year, RSBCIHI trained council members in project management and equipped them with skills to continue teaching the curriculum at the reservation level. Project staff are confident that area tribes will continue teaching the healthy relationship lessons with adaptations to fit each unique community.

In addition, RSBCIHI will continue to work with youth and develop partnerships with local schools, through ANA grant funding awarded in 2011 to provide in-school youth programming focusing on sexual and reproductive health and promoting responsible fatherhood.

“If you work with native elders and leaders, they know how to adapt the program to fit the cultural context.”

RSBCIHI Project Staff

SANTA YNEZ BAND OF CHUMASH INDIANS



Project Title:	Say It in Samala
Award Amount:	\$221,446
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2011
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 1 Native American consultant hired
- 7 elders involved
- 47 youth involved
- \$5,100 in resources leveraged
- 17 individuals trained
- 6 partnerships formed
- 1 language survey developed
- 157 language surveys completed
- 7 language teachers trained
- 47 youth increased their ability to speak a native language
- 14 adults increased their ability to speak a native language

BACKGROUND

Before the Spanish arrived in California, the Chumash Indian population numbered an estimated 22,000. Chumash territory extended from the beaches of Malibu inland to Paso Robles and to the western edge of the San Joaquin Valley. By 1831, all but decimated by the Spanish mission system, the number of mission-registered Chumash numbered only 2,788. Today, the Santa

Ynez Band of Chumash Indians, the only federally recognized tribe of Chumash Indians, has 146 members and 420 tribal descendants. The 135-acre Santa Ynez Reservation, located in Santa Barbara County and established in 1901, has 249 residents. There is one fluent speaker of the Chumash language, a linguist who learned the language in the 1970s. The tribe’s language program, founded in 2006, has five senior apprentices and five junior apprentices. Senior apprentices teach the Chumash, or Samala, language, in the tribe’s after-school program, and at the tribe’s weekly culture night and annual Kalawashaq Summer Camp.

PURPOSE AND OBJECTIVES

The “Say It in Samala” project’s purpose was to plan and design a Samala language acquisition curriculum, emphasizing immersion-style techniques promoting conversational proficiency. The first objective was to survey at least six community groups to determine 20 topics of conversation tribal members considered most important to learn through the curriculum. To accomplish this, the project coordinator and project director surveyed families participating in culture night, tribal health office clients, and members of the tribe’s business committee, elders board,

education committee, and general council. They collected 157 surveys, studying if, how, when, and where respondents wished to learn the language, and which topics respondents preferred to learn. After analyzing the results, they provided a report to the community in *Samala*, the bi-monthly tribal magazine. Topics tribal members most wished to study included: counting in the language, saying and understanding blessings and prayers, singing old and new songs, making traditional items, and understanding and telling a traditional story.

The second objective, to be completed by month 23, was for language program staff to take part in monthly training sessions, enabling them to independently produce unit plan with supporting teaching activities using the five-step Communication-Based Instruction (CBI) Method developed by the Advocates for Indigenous California Language Survival (AICLS). To accomplish this, the senior apprentices completed 32 full-day AICLS workshops over two years, learning how to plan and design an immersion-style curriculum. During these sessions, senior apprentices planned and designed immersion sets, which were tested on junior apprentices to determine the extent to which the juniors were achieving the learning objective of each set. Additionally, senior apprentices learned how to produce digital language learning materials, developing professional skills in using CD recorders, digital video camcorders, and video editing software.

The third objective was for senior apprentices, with participation from the lone master speaker, to design and test at least five prototype units with accompanying immersion sets and independent practice activities. Basing the content on tribal members' preferences and utilizing CBI methodology, project staff developed not five, but eight practical, detailed prototype units, on numbers, family members, chores

and household tasks, traditional activities (e.g., making acorn mush), weather and landscape, traditional instruments and dancing, animals and plants, and food. Lessons were tested with the five junior apprentices, with 43 youth at the Kalawashaq Summer Camp, and with five youth in the afterschool program.

OUTCOMES AND COMMUNITY IMPACT

Senior apprentices now have an eight-unit curriculum, the first ever created for developing conversational proficiency in *Samala*, providing tribal members with a powerful new tool for enhancing language acquisition. Moreover, these apprentices possess more skill in creating and presenting communication-based lessons, enabling them to better facilitate conversational proficiency in their students.

Feedback from community members indicates that the lessons, activities, and immersion sets produced by the project team are more interesting, interactive, accessible, and fun than previous language lessons provided by the tribe, and enable language learners to better understand and produce language, improve their pronunciation, build vocabulary, and grasp language structure. Nakia Zavalla, the tribe's culture department director, stated, "Language classes are more interesting because we don't just emphasize grammar structures and writing anymore. We're not only teaching *about* the language, but *in* the language, and we're reawakening something that has been sleeping. People of all ages—youth, parents, and elders—are acknowledging our language, and are drawing strength from it."

"Creating the lessons has helped us learn the language. We are making the language part of our life, which is tough because we don't have elders who speak the language."

Kathleen Marshall, Project Coordinator/Senior Apprentice

UNITED AMERICAN INDIAN INVOLVEMENT, INC.



Project Title:	Strengthening American Indian Families
Award Amount:	\$1,059,272
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2006 – Sept. 2011
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 6 full-time equivalent jobs created
- 212 elders involved
- 1,372 youth involved
- \$103,717 in resources leveraged
- 9 individuals trained
- 22 partnerships formed

BACKGROUND

According to 2004 U.S. Census population estimates, Los Angeles County is home to the largest urban American Indian population in the nation, with 153,500 American Indians/Alaska Natives (AI/ANs), 33 percent of whom are under the age of 17. Many AI/AN families were relocated from reservations around the country to Los Angeles through Bureau of Indian Affairs relocation programs in the late 1950s. The tribes with the greatest representation in Los Angeles are Navajo, Cherokee, Apache, Sioux, and Choctaw, and there are over 125 tribes represented in the community.

United American Indian Involvement, Inc. (UAI) is a nonprofit organization providing a wide array of health and human services to the Los Angeles AI/AN community,

including public health case management, traditional medicine, alcohol and substance abuse services, mental health services, workforce development services, youth programs, social services, research, and training. Some youth and families served by UAI suffer from mental health problems such as adjustment disorders, behavioral problems, and depression. Some confront domestic violence and substance abuse issues, and many others come to UAI to overcome feelings of disconnection with their communities and cultures.

PURPOSE AND OBJECTIVES

The purpose of the project was to form and sustain lasting families and healthy marriages, and improve the well-being of children in the Los Angeles County Native American community through healthy marriage education, guidance, and mentoring to AI/AN youth and families.

The first objective was to educate Los Angeles County AI/AN youth and young adults on the value of healthy relationship skills such as conflict resolution, communication, and commitment. To accomplish this, project staff established relationships and worked regularly with a

local AI/AN teen drumming group, a group home for at-risk young AI/AN women, a high school AI/AN pride club, and an American Indian student group at the University of California, Los Angeles (UCLA). For the project's first two years, the team utilized a variety of curricula to facilitate discussions on healthy relationships and life issues confronted by teens and young adults, and incorporated drumming, singing, and other cultural activities into the program. In the last three years, project staff used the Native Wellness curriculum, providing relationship skills training, workshops, discussions and group interaction on communication techniques, conflict resolution, healthy relationships, leadership development, and cultural identity. Staff also provided cultural opportunities at summer camps, powwows, holiday events, and conferences, including the UCLA Basketball Youth Conference in year five. In total, the project provided at least one training session to 1,372 youth.

The second objective was to offer marriage and relationship education and skills training on communication, commitment, conflict resolution, and parenting to future and existing families. The plan called for project staff to provide 13 sessions per year to five families, so that 65 families would complete the curricula over a five-year span. Over this period, 49 families completed the series, and the team offered over 300 workshops to 1,188 additional families (3,156 adults) on relationships, communication, commitment, conflict resolution, parenting, fatherhood, American Indian values, multi-generational trauma, smoke-free families, domestic violence, money management, blended families, healthy eating, and emergency preparedness. Utilizing a team which included a therapist, licensed social worker, and counselor, the project team also offered individual and couples assessment, family support services, and therapy.

The third objective was to utilize married couples as mentors to teach healthy marriage skills to AI/AN community members, providing a sustainable corps of volunteer instructors offering workshops to community members at UAI's Los Angeles facility after the project concluded. In years one through three, project staff made efforts to recruit mentors who completed the 13-session workshop series noted in the first objective. However, staff did not think that most participants who completed the workshops had the skills or free time to effectively serve as mentors. Thus, only one couple and two other individuals served in this role.

OUTCOMES AND COMMUNITY IMPACT

The project served several thousand members of the Los Angeles AI/AN community, including married, unmarried, divorced, single, and separated people, foster and adoptive parents, grandparents, future parents, mothers and fathers, and youth. Many youth participating in the project expressed satisfaction with the opportunity to share their experiences and to bring topics they needed to talk about into the open. They learned how to overcome teen violence, avoid drugs, alcohol, and teen pregnancy, and improve communication with peers and family members.

According to Project Director Jerimy Billy, adult participants indicated that the workshops and activities, especially those enabling them to interact and learn from one other, provided them the chance to develop broader perspectives on the issues affecting their lives, and to balance their priorities in dealing with these issues. "Sometimes," Mr. Billy stated, "it was not us who identified the issues, but the participants themselves. Their discussions, and some of the activities we did, enabled them to take a break from the survival mode that they are in, be social, and begin to move forward."