



Fiscal Year 2006 Report to Congress on the Impact and
Effectiveness of Administration for Native Americans Projects

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EXECUTIVE SUMMARY

The Administration for Native Americans (ANA) promotes economic and social self-sufficiency for American Indians, Alaska Natives, Native Hawaiians, and Native American Pacific Islanders (including American Samoa, Guam, and the Commonwealth of Northern Mariana Islands). To achieve this goal, ANA provides community-based project funding to improve the lives of Native American children and families and reduce the long-term dependency on public assistance.

The Native American Programs Act (42 U.S.C. § 2991 et seq.) authorizes ANA to provide discretionary project funding to eligible tribes and non-profit Native American organizations in the following categories:

- Social and Economic Development Strategies
- Governance
- Native Language Preservation and Maintenance
- Environmental Regulatory Enhancement

ANA also provides grant funding for two special initiatives: the Native American Healthy Marriage Initiative and Environmental Mitigation (Department of Defense Appropriations Act for 1994, P.L. 103-139 and P.L. 103-335). The ANA authorizing statute requires that ANA evaluate its grant portfolio and measure the impact and effectiveness of its projects. This Report fulfills the statutory requirement.

BACKGROUND

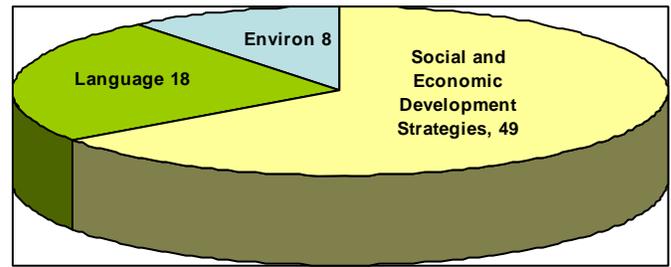
Annually, ANA visits grantees and conducts impact evaluations on ANA-funded projects (i.e., ANA Impact Visits). The purpose of these evaluations is threefold: 1) to assess the impact of ANA funding on Native American communities; 2) to learn more about the successes and challenges of ANA grantees to improve ANA service delivery; and 3) to increase transparency and share the grantees' unique stories. Since the evaluations are not randomized, controlled studies, the evaluations are measuring impacts rather than assessing causality.

During FY 2006, 87 of 241 ANA-funded projects were selected for site visits by ANA staff and contractors. The selected projects were approaching their grant end dates, geographically-clustered (i.e., within a day's drive of another ANA project), and high-dollar grant awards. Evaluation teams visited these projects and used a standard Impact Evaluation Tool that was developed using input from ANA staff, contractors, grantees, and the Administration for Children and Families' Office of Planning, Research and Evaluation. With the Impact Evaluation Tool serving as the foundation for the ANA Impact Visits, evaluation teams elicited quantitative and qualitative information from project staff, project beneficiaries, and community members in a variety of interview settings. Visits lasted from one to two days.

RESULTS ACHIEVED

Of the 87 projects, 12 projects requested, and ANA granted, no-cost extensions beyond FY 2006. As a result, this Report provides the results for only 75 projects. The 75 projects fell into the three general grant categories as enumerated in Figure 1.

Figure 1: ANA Categories & Number of Grants in each Category



The 75 projects were located in 21 states, with the greatest number of projects in California (10 projects), Washington (9 projects) and Alaska (9 projects), whereas the largest amount of grant funding, out of the total amount awarded, were represented by Hawaii (15 percent), Washington (14 percent) and California (9 percent). Table 1 summarizes the key results by state.

Table 1: Key Project Results

States	# of Grants	Award Amount (in thousands)	Jobs Created	Native American Consultants Hired	Businesses Created	Revenue Generate (in thousands)	Resources Leveraged (in thousands)	Partnerships Formed	People Trained	Elders Involved	Youth Involved
AK	9	\$1,813	9	16	7	\$54	\$438	61	198	180	781
AZ	3	\$574	4	3	-	-	\$147	13	1	1,100	290
CA	10	\$2,084	23	13	1	\$69	\$482	76	259	336	1,583
DC	1	\$194	1	1	-	-	\$25	9	81	15	-
HI	6	\$3,348	23	12	-	\$198	\$1,251	59	442	45	2,344
ME	1	\$259	3	5	-	-	\$10	13	4	10	100
MI	2	\$387	3	-	-	-	\$3	22	28	520	81
MN	1	\$112	1	-	-	-	-	5	18	12	-
MT	3	\$1,537	36	4	-	-	\$412	20	29	17	84
NE	2	\$161	2	2	-	-	\$42	9	27	85	53
NV	3	\$693	6	10	-	-	\$11	16	29	110	840
NM	3	\$1,531	5	9	1	-	\$414	36	42	86	1,254
NY	2	\$293	12	7	-	-	\$40	20	28	29	166
NC	2	\$672	4	-	3	\$11	\$43	18	41	-	-
ND	4	\$1,686	27	6	2	\$12	\$1,691	24	393	145	380
OK	3	\$959	7	8	6	-	\$3	7	313	49	1,366
OR	6	\$1,256	11	4	-	-	\$14	26	44	126	206
RI	1	\$457	3	-	-	-	-	2	2	5	95
SD	1	\$403	2	2	1	\$120	-	6	34	30	12
WA	9	\$3,119	43	9	13	\$766	\$1,510	77	264	309	818
WI	3	\$1,063	13	4	33	-	\$3,195	30	628	17	292
Total	75	\$22,603	238	115	67	\$1,230	\$9,732	549	2,905	3,226	10,745

There were 742 individuals hired full-time, part-time and/or temporarily during the grant period. “Jobs Created” represents the full-time equivalent of those positions funded by ANA grants and

other leveraged funds. Figures for “Revenue Generated” and “Resources Leveraged” were validated by the evaluators to the extent possible.

While the timing of these evaluations did not allow evaluators to gauge the long-term outcomes, these projects did achieve many immediate and intermediate outcomes. First, ANA grants are having a positive impact on the self-sufficiency of Native Americans, and Native Americans are experiencing a sense of ownership as a result of the development and implementation of these community-driven projects. For example, the Port Gamble S’Kallam Tribe, through a cooperative partnership with the State of Washington, secured the authority to license foster parents. At their project’s completion, 22 children were placed with certified foster families within their community. Similarly, Partners in Development forged a positive and collaborative relationship with the State of Hawaii Department of Human Services to implement a foster care system that serves the best interest of Native Hawaiian children.

Second, significant social and economic opportunities have been created in the targeted communities due to ANA projects. The Na Kamalei-Ko’olaulos Early Education Program, which had the goal of creating and distributing original bilingual books in Hawaiian and English for Native Hawaiian families, increased parental involvement with more than 1,000 children. The Na Kamalei expects that the revenues from book sales will sustain the project well beyond the grant. In another project, the Alaskan Native Village of Napaimute was able to convey 650 acres, prepare a land survey, and establish five home site lots - the conveyance allowing the Village to establish tribal enterprises and provide for their self-determination.

ANA grants also help preserve and maintain Native languages or help grantees develop viable plans for sustaining their languages. Some projects were just beginning to assess language fluency and found alarming statistics. For example, the Gulkana Village Council of Alaska and the Tokelau community of Hawaii found that only 8 percent of their communities are fluent in their respective native languages. Other communities began addressing the loss of their native languages and had exciting results. For example, the Pyramid Lake Paiute Tribe conducted over 5,110 language classes and trained eight language teachers. Based on test results, 636 youth and 63 adults increased their proficiency in Kuyuidokado.

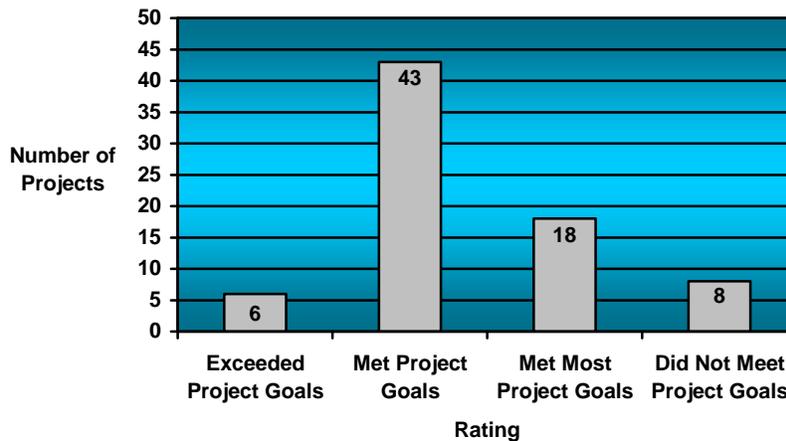
Another key finding was that the ANA projects often had unintended benefits for Native communities. For example, the Sisseton Wahpeton Oyate project opened a store to sell the raw materials for creating traditional arts and crafts to Native artists, but it also had the ancillary benefit of raising the cultural awareness of both Native and non-Native community members and appeared to have made positive strides towards overcoming stereotypes in the area.

Due to ANA funding, Native Americans are accessing a myriad of capacity-building opportunities such as job training, project development, and grant-writing. Project staff and participants attended computer training; learned audio-visual recording; obtained teacher certification; achieved foster parent training; and, learned how to “train-the-trainer.”

Finally, ANA grants have fostered youth and elder involvement in intergenerational activities that focused on the transfer of Native American traditional skills and languages from elders to youth. Language projects were ideal environments for this interaction, but governance and social projects also nurtured these relationships. For example, the Confederated Tribe of Coos, Lower Umpqua and Suislaw Indians developed a restorative justice program which retained elders as mentors to help the tribal courts rehabilitate troubled youth.

Since ANA funds competitive projects that are designed and implemented by Tribes or community organizations, the evaluators compared grantees’ initial objectives with their actual accomplishments to determine the extent to which grantees achieved their objectives and met the stated expectations of their projects. As depicted in Figure 2 on the following page, evaluators determined that a majority of projects exceeded expectations or successfully met their goals (49 projects or 65 percent); some projects fell short of goals but moderate benefits to the community were visible (18 projects or 24 percent); and, the remainder did not achieve their goals (8 projects or 11 percent).

Figure 2: Grantees' Objective Achieved



These evaluations also revealed critical success factors relating to the project’s implementation. Community and other stakeholder participation was instrumental in all project phases in successful projects, as was frequent communication between the project staff and tribe or authorizing body. On the other hand, a common challenge that many grantees experienced was an underestimation of the time and resources required to complete their project which often resulted in grantees requesting no-cost extensions to complete their objectives. ANA plans to use this information to bolster its training and technical assistance offerings to tribes and Native American organizations so that applicants understand the common pitfalls of ANA projects and are better equipped to develop, and later implement, realistic project work plans.

CONCLUSION

The information collected is of great value to ANA as staff continues to seek new and more rigorous ways to manage by results. These impact evaluations are an effective way to verify and validate the grantees’ performance and ensure the accountability not only of grantees but also ANA staff and program partners. ANA is also using the information collected to report on established Government Performance Review Act indicators.