



2007 Impact and Effectiveness of
Administration for Native Americans Projects Report

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EXECUTIVE SUMMARY

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

The Native American Programs Act of 1974 (42 U.S.C. § 2991 *et seq.*) authorizes ANA to provide discretionary project funding to eligible tribes and nonprofit Native American organizations in the following categories:

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

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

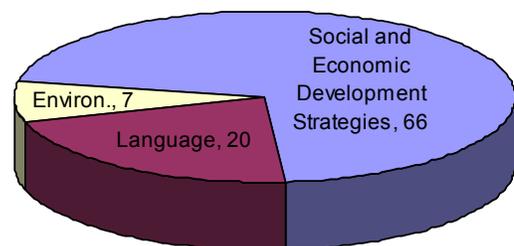
Annually, ANA visits grantees to conduct impact evaluations on ANA-funded projects (i.e., ANA Impact Visit). The purpose of these evaluations is threefold: 1) to assess the impact of ANA funding on Native American communities; 2) to learn more about the successes and challenges of ANA grantees to improve 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 2007, 89 of 245 ANA-funded projects were selected for site visits by ANA staff and contractors. Of the 89 projects, 6 projects requested, and ANA granted, no-cost extensions beyond 2007. Additionally, 10 projects visited and scheduled for completion during 2006 received no-cost extensions into 2007 and are included in this Report. The selected projects were approaching their project end dates, geographically-clustered (i.e., within a day's drive of another ANA project), and involved 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 one business day.

RESULTS ACHIEVED

This Report provides results for 93 projects. The 93 projects fell into the three general grant categories as enumerated in Figure 1. Funding amounts totaled \$27.5 million for the 66 SEDS

Figure 1: ANA Grant Categories



projects, \$6 million for the 20 Language projects and \$1.4 million for the 7 Environmental projects.

The 93 projects were located in 22 states, with the highest number of projects in California (13 projects), Alaska (11 projects) and Minnesota (9 projects). Table 1 summarizes the key results by state.

Table 1: Key Project Results

	# of Grants	Award Amount (000)	Jobs Created	Native American Consultants Hired	Businesses Created	Revenue Generated (000)	Resources Leveraged (000)	Partnerships Formed	People Trained	Elders Involved	Youth Involved
Alaska	11	\$3,641	23	25	3	\$6	\$1,870	97	482	306	1437
American Samoa	4	\$2,503	25	11	—	\$5	\$291	100	953	55	1474
Arizona	5	\$879	39	—	—	—	\$2,167	86	266	296	125
California	13	\$3,566	33	38	1	\$4	\$1,160	73	411	306	1,520
Hawaii	7	\$4,520	68	11	3	\$827	\$1,871	78	717	226	2,123
Idaho	2	\$478	3	—	—	—	\$3	20	1	5	289
Kansas	1	\$329	2	4	—	—	\$125	4	6	11	15
Maine	1	\$179	1	3	—	\$14	\$5	13	231	10	80
Marianas Islands	1	\$933	—	52	—	—	\$332	31	137	20	—
Michigan	1	\$83	1	—	—	—	—	8	2	4	4
Minnesota	9	\$3,044	50	46	7	\$6	\$2,614	161	3,599	908	2,163
Montana	4	\$1,444	15	6	6	—	\$16	148	60	71	1,113
Nevada	2	\$571	5	2	—	—	\$371	20	132	40	110
New Mexico	2	\$2,231	61	—	1	\$824	\$4,575	51	33	140	20
North Carolina	2	\$502	5	7	2	\$88	\$43	34	44	37	62
North Dakota	2	\$459	4	—	—	—	\$19	16	—	101	301
Oklahoma	8	\$2,768	22	16	—	—	\$696	129	19,083	607	9,609
Oregon	2	\$774	6	2	—	—	\$57	18	86	21	170
South Dakota	3	\$652	30	11	11	\$26	\$123	81	83	108	514
Virginia	1	\$371	1	8	—	\$1	\$254	19	80	—	—
Washington	6	\$2,140	30	14	—	\$471	\$812	33	18	46	1,259
Wisconsin	6	\$2,847	57	—	34	\$2	\$809	191	506	523	424
Total	93	\$34,914	481	256	68*	\$2,274	\$18,213	1,411	26,930	3,841	22,812

* 55 businesses were in economic development, the remaining were under social development (11), governance (1), and language (1)

There were 859 individuals hired fulltime, part-time and/or temporarily during the project periods. “Jobs Created” represents the full-time equivalent of those positions funded by ANA projects 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 long-term outcomes, these projects did achieve many immediate and intermediate outcomes. Data collected from impact visits demonstrates ANA projects have a positive impact on the self-sufficiency of Native American communities. The following pages highlight some of the exceptional projects funded by ANA.

ECONOMIC DEVELOPMENT

Native Americans both on and off reservations continue to face profound economic challenges. According to 2000 U.S. Census data, 25.7% of American Indians/Alaska Natives live in poverty and 31% of Native American children under age 18 live in poverty. These percentages rank Native American poverty at more than twice the overall U.S. rate. ANA addresses economic challenges facing Native American communities through its Economic Development Strategies Program. ANA evaluated 15 business development projects ending in 2007 with a total funding amount of just over \$6 million. Combined, these 15 projects generated \$2.2 million and leveraged an additional \$6.16 million, more than doubling the total funding amount. SEDS projects in the economic development category created 55 new businesses and 157 fulltime job equivalents, both of which contribute to the economic stability and self-sufficiency of communities. The following are examples of these types of projects.

- Approximately 20% of the 11,000 Native Hawaiians, part-Hawaiians and Pacific Islanders living in the Koolau Loa District and North Shore region of Hawaii's Oahu Island lived in poverty at the time of the 2000 U.S. Census as the result of decades of economic downturn in the region's sugar production and tourism industry. To counteract the declining economic situation, the Kamaouha Foundation implemented an ANA project to expand the production of noni, a fruit-bearing tree farmed in Hawaii. The project generated \$826,264 in revenue and increased the number of local noni growers from 22 to 85. Additionally, the project's noni processing operations employed 33 previously out-of-work or underemployed Native Hawaiians.
- The Pueblo of Laguna, located in New Mexico, struggled with the maintenance and repair of the community water and wastewater facilities, resulting in a decreased potable water supply and inadequate drinking water quality. With ANA funding, the Pueblo developed a self-sustaining, stand-alone Utility Authority (UA) to replace the Tribe's previous subsidized service. Structured as a nonprofit agency to reinvest profits back into the Tribe, the UA generated \$824,142 in revenue from fees, attracted \$4.5 million in leveraged resources and created 30 jobs, all of which will be sustained by UA fee revenues.

ANA evaluated 15 other economic development projects that focused on community strategic planning, job training, organizational capacity building, subsistence and transportation for elders and the disabled. These projects trained 687 people and created an additional 123 fulltime job equivalents. The following are examples of these projects.

- The native communities in Gallup, New Mexico face a 75% unemployment rate, resulting in high substance abuse and alcoholism rates. The Na'nizhoozhi Center provided employment guidance and job search assistance to recovering alcoholics and addicts. The ANA project offered job-readiness, motivation and life skill assessment, case-management services, resume writing and interviewing assistance to 109 clients. Of these, 22 clients found stable, fulltime jobs - a high rate of success with an at-risk population prone to recidivism.
- In Washington, the Stillaguamish Tribe's lands are a network of noncontiguous parcels, and many tribal members are located in a transportation gap with little access to public transit services. The Tribe utilized ANA funding to expand their tribal transit system for tribal elders and tribal and non-tribal residents needing medical and dental services. Prior

to the project, the Tribe provided limited services for members needing care at the Tribe's methadone and medical clinics. By the end of the project, the transit system averaged over 200 trips for Native American clients, 120 trips for tribal employees, over 400 Medicaid-related trips and 10 trips for wheelchair-bound clients every month. By June 2007, the system was providing nearly 10 times the number of trips for its members than at the beginning of the project.

SOCIAL DEVELOPMENT

ANA's Social Development Strategies Program invests in human and social capital to advance the wellbeing of Native Americans. ANA-funded social development projects focus on the restoration and celebration of cultural identity to overcome higher rates of depression, suicide, dropout and incarceration among Native American populations. ANA evaluated 23 social development projects ending in 2007 with a total funding amount of over \$12 million. These 23 projects involved 1,162 tribal elders and 14,947 youth while training just under 22,000 people in topics such as family violence prevention, healthy eating, exercising, cultural preservation, abstinence education and healthy relationships.

For example, Intersections, Inc., an American-Samoan native nonprofit organization, utilized ANA funding to launch community theater as a means to raise public awareness of these issues among youth. The American Samoa youth face serious social issues such as substance abuse, suicide, peer pressure and cultural erosion on a daily basis. By the end of the project, the Intersections theater group had performed nine issue-focused plays to over 12,000 youth and 2,000 elders in American Samoa and Hawaii. Project staff also created a junior theater company and worked with 100 native youth on script writing, model programming, acting and incorporating drama into education.

GOVERNANCE

ANA's Governance Development Strategies Program offers assistance to tribal and Alaska Native Village Governments to increase their ability to exercise local control and decision-making over governance activities. ANA evaluated 13 governance projects dedicated to enhancing the capacity of native nonprofits and tribal governments. Combined, these projects developed 60 new governance codes and ordinances, of which 36 were implemented during project timeframes.

For example, the Organized Village of Kasaan (OVK) in Southeast Alaska struggled with unemployment and out-migration due to the closure of the local cannery and mill in 1973, and more recent closures of the Ketchikan Pulp facilities on the island. To improve economic opportunities for local tribal members and create incentives for other members to return to the island, OVK developed an ANA project to increase the capacity of the Tribe to exercise local control over tribal resources. The project developed and implemented an overall economic development plan including a long-range fund development strategy, updated the tribal constitution and by-laws and completed a telecommunications technology assessment. During the project's implementation, the Tribe received a USDA Rural Development grant, which funded the construction of a telecommunications tower, providing \$1,344,098 in leveraged resources as well as cell phone reception to the extremely isolated area.

LANGUAGE PRESERVATION

In the early days of the United States, more than 300 native languages were spoken. Today, that number has dropped to 175 with only 20 taught to children; the remaining languages are classified as deteriorating or nearing extinction. Faced with this crisis, ANA's Language Preservation and Maintenance Program enables native communities to facilitate language preservation and revitalization activities.

For example, four ANA funded projects assisted grantees in developing viable plans for sustaining their languages. The projects utilized almost \$300,000 in ANA funding to conduct native language surveys to collect information on the status of their native language and received feedback from 5,863 tribal members. Tribes built on the language data collected in these surveys to develop community plans aimed at preserving their language. Indeed, the Sac and Fox Tribe of Oklahoma has experienced dramatic loss of their native Sauk language over the past 10 years. To counteract this trend, the Tribe utilized ANA funding to implement a language survey focused on developing community support for a Sauk language immersion program. Staff included over 300 community members in the survey process and held a series of meetings to build support for the program. By the project's end, the community had demonstrated tremendous support for the immersion program and the Tribe increased the Sauk Language Department's budget by 370 percent to help ensure its sustainability.

Other communities began addressing the loss of native languages and had encouraging results. ANA evaluated 16 language projects ending in 2007 that trained language teachers, preserved oral testimonies, and developed and digitized printed language materials. Located in Montana, Fort Belknap College implemented an ANA funded language immersion project to ensure the survival and vitality of the Gros Ventre language, White Clay. At the commencement of the project, only approximately eight fluent speakers remained. Over the three-year timeframe, staff established an immersion school for native youth, trained six language teachers and taught 600 days of immersion language classes. The immersion school recruited fourteen students, all of whom achieved fluency for their age group by the end of the project. Due to the success and popularity of the project, a long waiting list exists for families who desire their children's participation in the immersion classroom.

ENVIRONMENTAL REGULATORY ENHANCEMENT

Native American tribes face a multitude of risks and damage to human health and the environment posed by pollution of the air, water and land in Indian country and other tribal areas including Alaska. Tribal governments' jurisdiction over environmental issues is complicated by geographic borders and in many cases by weak, under-funded and undefined tribal authorities. ANA's Environmental Regulatory Enhancement Program empowers tribes to overcome environmental challenges by building internal capacities to develop, implement, monitor and enforce their own environmental laws, regulations and ordinances in a culturally sensitive manner. ANA evaluated 7 environmental regulatory projects ending in 2007 with a total funding amount of \$1.4 million. These projects trained 220 people in environmental monitoring and management skills, developed 12 environmental codes or regulations and conducted environmental assessments on tribal lands.

For example, the natural and cultural resources located within the 1854 Ceded Territory located in Minnesota were not adequately protected or documented. As a result, developers were constructing housing developments on the land, placing these resources in jeopardy. The 1854

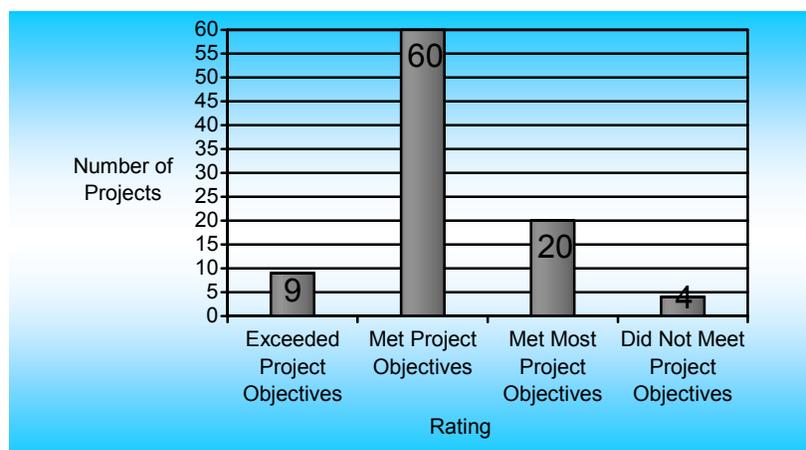
Authority, a native nonprofit, developed an assessment project to identify, monitor and catalog the natural and cultural resources within the Territory, surrounding the Bois Forte and Grand Portage reservations. By the end of the project, staff developed a cultural resource database containing information on 4,600 sites on the reservations and helped guide the planning for 60 development projects in the region, thereby providing space for community input and opinions regarding development in the territory.

ADDITIONAL FINDINGS

ANA projects often had unintended benefits for Native communities. For example, the Indian Child Welfare Law Center (ICWLC) in Minnesota implemented an ANA project to create an internal formal advocacy component so it could work in conjunction with Minnesota’s counties, court system personnel and associated service agencies to support the preservation of Indian families. As an unintended project benefit, ICWLC was able to participate in the creation of Minnesota’s 2007 Tribal-State Agreement, which represents a working relationship between all eleven Minnesota tribes and the Minnesota Department of Human Services aimed at maintaining the integrity of the Native American family.

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, evaluators determined that a majority of projects exceeded expectations or successfully met their objectives (69 projects or 74 percent); some projects fell short of objectives but moderate benefits to the community were visible (20 projects or 22 percent); and, the remainder did not achieve their objectives (4 projects or 4 percent).

Figure 2: Objectives Achieved

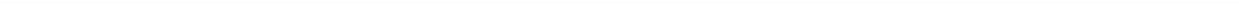


The evaluations also revealed critical success factors relating to a project’s implementation. Community and other stakeholder participation were instrumental in all project phases in successful projects, as was frequent communication between the project staff and tribe or authorizing body. On the other hand, a common challenge that many grantees experienced, both in 2007 and in previous years, 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 utilized this information to bolster its pre-application training, post-award training and technical assistance offerings to tribes and Native American organizations so that applicants are better equipped to develop, and later implement, realistic project work plans. The improved training has had immediate positive effects. As seen in Figure 2 above, 69 of the 93 projects (74%) visited in 2007 met or exceeded project goals. This is an increase on the 65% success rate reported in ANA's 2006 Impact and Effectiveness of Administration for Native Americans Projects Report. Furthermore, four projects (4%) visited in 2007 did not meet project goals, in contrast to 11% of projects reported in 2006. Finally, the amount of no-cost extension requests received from struggling grantees was reduced by 18% from 2006 to 2007.

CONCLUSION

ANA will continue to analyze project success factors and common challenges to improve its trainings in order to better achieve its mission of fostering economic and social self-sufficiency for American Indians, Alaska Natives, Native Hawaiians and other Native Pacific Islanders. The information is valuable in seeking new and more rigorous ways to manage through 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 using the information collected to establish and validate Government Performance Review Act indicators and validate programmatic baselines.



ALUTIIQ HERITAGE FOUNDATION



Project Title:	Qik’rtarmiut Alutiit, Alutiiq People of the Island, Language Revitalization Project
Award Amount:	\$516,159
Type of Grant:	Language
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 17 elders involved
- 750 youth involved
- \$4,984 in revenue generated
- \$215,800 in resources leveraged
- 25 people trained
- 8 partnerships formed
- 17 products developed
- 12 language teachers trained
- 310 Native language classes held
- 230 youth increased their ability to speak a native language
- 29 adults increased their ability to speak a native language
- 12 people achieved fluency in a native language

BACKGROUND

The Alutiiq Heritage Foundation is a native nonprofit founded in 1995. Through a 2002 ANA language planning grant, the Foundation conducted a language survey that indicated only 37 Kodiak Alutiiq

members spoke Alutiiq fluently, illustrating the urgent need for language revitalization. Furthermore, the average age of these speakers was 72. Without intervention, the Alutiiq language would cease to be spoken within the span of two decades.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to improve the lives and social well-being of all Kodiak Alutiiq communities by preserving cultural knowledge and language and promoting widespread respect for Alutiiq traditions.

The Project’s first objective was to implement a master-apprentice program. By the end of the Project, twelve language apprentices achieved fluency and the Foundation created digital language recordings. Project staff faced several challenges during implementation. The first was the periodic illness of some of the elder master speakers. The Project Manager overcame this challenge by teaming two master speakers together, increasing the chances that at least one master speaker would always be available. The Project found funds to pair speakers since staff was unable to find a master speaker for one remote village. Also, paired master speakers

agreed to take less pay in return for the benefits of a ‘tag team’ approach. The dual teacher approach proved to be very effective. The master speakers reported enjoying the chance to confer with each other and maintained lessons even if one became ill. Another challenge arose as master speakers sometimes forgot to begin recording during the lessons or recorded over previous lessons. Due to this situation, the Project did not complete the planned target number of recordings.

The second objective was to conduct community outreach to increase interest in the Project, and develop a plan to place educational Alutiiq language materials in the local school system curriculum for pre-school, elementary and Head Start. At least one-half of the local tribal councils, a majority of the native corporations and all the school districts participated in monthly regional meetings, paving the way for successful implementation of the Project.

The third objective was to create language resources to be shared with the Alutiiq community. To complete the objective, staff created innovative, replicable and fun language materials. They were so popular the staff is selling them to pay for the production of more copies, ensuring sustained production.

The fourth objective was to have apprentices utilize Alutiiq skills by teaching language classes under the guidance of a master speaker. The apprentices taught 310 language classes to youth participants at language camps. The community developed such an interest in language revitalization that staff could not keep up with the demand for classes.

The Project’s final objective was designed to create a language sustainability plan to ensure language revitalization efforts continued after the Project ended. Project staff completed a sustainability plan and

secured additional grant funding from the National Science Foundation (NSF) to further document the language by current master speakers and apprentices who will become language experts and field researchers, respectively.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project successfully began the revitalization of the Alutiiq language throughout each of the Kodiak communities the Project served. Community interest in language and cultural preservation has increased dramatically since the beginning of the Project as is evidenced from community involvement in Project activities. Community members also reported that the Project created pride in the culture.

Each of the twelve apprentices achieved fluency in Alutiiq as a result of the Project. Furthermore, the Project created a replicable model for other native communities interested in revitalizing their language. For participating tribal elders, the opportunity to mentor, and regularly interact with, the younger generation has strengthened their position in the community as givers of knowledge.

“I was ashamed of my culture and was punished for speaking. I’m much happier since I started working with this project.”

Nick Alokli, Master Speaker

CHILKAT INDIAN VILLAGE



Project Title:	Chilkat Host and Native Artist Training Program
Award Amount:	\$356,233
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee T ype:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 1 business created
- 3 elders involved
- 19 youth involved
- \$170,488 in resources leveraged
- 21 people trained
- 5 partnerships formed

BACKGROUND

Chilkat Indian Village, also referred to as Klukwan, became a federally recognized tribe in 1934. Klukwan translates into “Eternal Village” and is located about 20 miles from Haines, Alaska next to the Chilkat Bald Eagle Preserve.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to develop a sustainable, culturally-appropriate tourism-based economy through community training and education efforts. The Project planners aimed to pilot and evaluate the “Chilkat Host and Native Training Program” to train local tribal members and develop the necessary human resources for tourism industry development in Chilkat Indian Village. Another aspect of the Project was

to safeguard the well-being and culture of the Chilkat Tlingit people of Klukwan during development by perpetuating Tlingit language, historical/cultural knowledge, and traditional fine art skills.

The Project’s first objective was to develop and mentor staff, thereby enhancing the village’s capacity to operate and expand successful tour operations. Specifically, activities were planned for the Project Manager to mentor a Project Assistant to develop necessary skills in administrative duties. Activities under this objective proved challenging due to turn over in the position. Staff eventually hired a permanent individual who was mentored by the Project Manager and now runs the day to day operations of the Project.

The second objective was to implement the University of Alaska Southeast Native Artist Training Program in Chilkat Village. To complete the objective, staff trained students in at least one core required art class at Northwest Coast Design (NWC) in addition to specific cultural arts. By the end of the Project, 21 students had completed at least ten art classes at NWC, 13 of the students received NWC Art Certificates. The students participated in classes on carving, basketry, natural dyes and basket materials,

wool-weaving, fiber arts spinning, beading, felt appliqué, art history and skin sewing. To assist the Project, the Klukwan Education Trust provided over \$100,000 in scholarships and stipends and the University of Alaska Southeast contributed over \$30,000 to instructor salaries. Challenges included the administration of scholarships, inclement weather and the busy schedule of the weaving instructor. However, the Project Manager was an accomplished weaver, and was able to fill in so the classes could continue.

The final objective was developing and implementing the Chilkat Host Training Program. Master artisans in cultural tourism services, Alaska/local history and the Tlingit language trained 20 participants in this program. The Project's final component involved ten Chilkat Host Trainees conducting pilot tours of the Kulkwan Knowledge camp and other points of interest in the community. The Project Director collaborated with the American Bald Eagle Foundation to schedule activities during the week of the Bald Eagle Festival. Several artists who participated in the art program also interned and the Tribe successfully held a community dinner, bald eagle release ceremony, artist demonstrations and tours during the week. In 2006, staff led eight tours in coordination with two professional tour operations. To prepare for the 2007 season, the Project Coordinator retrained returning Host Trainees and worked jointly to train newcomers. In 2007, the village conducted an additional eight tours in conjunction with professional tour operations and two groups of school children. In all, ten students successfully completed the program to become Host Trainees. The program proved to be of particular importance to the community as it was in the process of implementing a business plan to increase economic

development opportunities through cultural tours.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

According to Project participants and staff, one of the most important impacts of this Project was learning a skill to support their families while reconnecting with their culture and identity. Tribal members also expressed excitement about how the Project poised the community to take advantage of the economic opportunity of cultural tourism. As a result of the Project, the village was able to create and register Klukwan Tribal Tours, a business initiated to utilize skills from the ten Host Trainees.

Elders trained younger participants to share the Tribal clan story depicted inside the reconstructed traditional long house with visitors. Through the host training program, participants built strong public speaking skills; developed pride in the traditional culture; and demonstrated leadership in the community.

This Project successfully brought generations together to create new artwork including weaving, carvings, totem poles and canoes, and in the process transmitted culture from generation to generation. Project staff estimates that 34 local households have positively benefited from the art classes and host training and intergenerational opportunities created.

KENAITZE INDIAN TRIBE



Project Title:	Dena'ina Language Project
Award Amount:	\$512,873
Project Period:	9/1/2004 – 8/31/2007
Type of Grant:	Language
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 1 business created
- 16 elders involved
- 168 youth involved
- \$31,838 in resources leveraged
- 112 people trained
- 8 partnerships formed
- 19 products developed
- 10 language teachers trained
- 48 Native language classes held
- 168 youth increased their ability to speak a Native language
- 103 adults increased their ability to speak a Native language

BACKGROUND

The 1,200 enrolled members of the Kenaitze Indian Tribe are descendants of the original inhabitants of Alaska's Kenai Peninsula. The language of the Kenaitze Tribe is the Outer Inlet dialect of Dena'ina, part of the family of Athabascan languages still spoken in interior Alaska, northwestern Canada and the American Southwest. Currently, there are only five living first-language speakers

of this dialect, of which only one speaker is fluent.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to preserve and revitalize the Outer Inlet dialect of the Dena'ina language.

The Project's first objective was to compile, catalog, and digitize an archive of Dena'ina language materials. The Project Director hired an Archivist to complete the objective's activities. The Archivist digitized and cataloged the Tribe's full archive of language materials to protect them from degradation, and created an interactive website of the language resources which is accessible to all interested community members. The Archivist also developed a policies and procedures manual for the ongoing cataloging of Dena'ina language materials. Finally, Project staff formalized partnerships with various regional educational institutions for the continued sharing and exchange of Dena'ina language resources.

The second objective was to train eight adult tribal members to speak and teach at a basic level, through mentoring and university instruction. Project staff recruited four elder speakers to serve as mentors, but a formal

mentor network never materialized due to the elders' reluctance to act as Dena'ina instructors. Instead, informal partnerships developed between the elders and five members of the language program staff, leading to a series of basic language exchanges. No formal testing of staff occurred to quantify the extent of language skills gained.

The third objective was to develop six language curriculum units and produce them in CD/DVD, written, and videotape formats. Project staff hired and worked collaboratively with a Language Development Specialist to complete the objective's activities. The team created twelve curriculum units and enriched them with language resources developed under the first objective. The Tribe's Head Start program received nine of the language units and Project staff trained ten teachers to implement the curricula. The language camps, detailed in the following objective, incorporated the three remaining units into their daily activities. Staff also produced a CD of Dena'ina songs, which is distributed to community members upon request.

The Project's fourth objective was designed to raise language awareness, stimulate language recall, and create opportunities for intergenerational language transmission through the implementation of three language camps and three Dena'ina festivals. Project staff successfully staged three annual one-week language camps attended by 100 community members. While the camps were not immersion-based, activities such as singing, traditional storytelling and language presentations created opportunities for language learning. Upon the conclusion of each language camp, Project staff staged a Dena'ina language festival to provide an opportunity for the Kenaitze community to celebrate Dena'ina culture, language and history.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The 1,200 members of the Kenaitze community are widely scattered, and this Project provided an opportunity for 287 tribal members to renew ties and engage with each other over language learning activities. Kenaitze youth had the opportunity to sing and dance their ancestors' songs and interact with tribal elders, thereby strengthening their personal identity and broadening their knowledge of the Kenaitze Tribe. Additionally, the curriculum units developed by Project staff have become part of the Tribe's Head Start syllabus, and 58 Head Start students were taught basic Dena'ina words and phrases during the Project timeframe.

Project staff members developed language resources that will provide a foundation for future language revitalization activities. The Kenaitze Tribe has committed funds to continue staging the annual Dena'ina language camp and festival. Dr. Alan Boraas, who currently teaches a Dena'ina language course at Kenai Community College, concluded, "A foundation has been built and a support network has been created for the number of language learners to grow. The language now has legs."

"The stigma of speaking Dena'ina is beginning to break away."

Sasha Lindgren,
Language Director

NATIVE VILLAGE OF AFOGNAK



Project Title:	Healthy Culture, Healthy Youths
Award Amount:	\$244,221
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 5/31/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 27 elders involved
- 252 youth involved
- \$1,000 in revenue generated
- \$50,651 in resources leveraged
- 1 person trained
- 22 partnerships formed
- 4 products developed

BACKGROUND

The Sugpiat, or Alutiiq, people have inhabited Alaska's Kodiak Archipelago for over 7,500 years. The Alutiiq inhabited Afognak Island until the 1964 Great Alaska Earthquake, and the ensuing tsunami, wiped out the villages established there. With help from the Federal government and the Lions Club, survivors rebuilt their community on the northern tip of Kodiak Island. Currently, the Native Village of Afognak boasts around 330 enrolled tribal members, of which approximately 35 are fluent speakers of Alutiiq.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Native Village of Afognak's "Healthy Culture, Healthy

Youths" Project was to offer a series of culture camps at the original site of Afognak Village and implement a program to arm Afognak youth with the tools necessary to function effectively in a Western cultural context while maintaining their Sugpiat identity. This program built upon the foundation set by Dig Afognak, a summer archaeological camp that has been operating since 1993 on Afognak Island.

The Project's first objective was to teach youth within the Afognak community about the five elements of the Sugpiat culture: language, subsistence, arts/crafts, dance and history. Six one-week camps were held, including an Afognak adult and elder camp and a family camp. Each camp enjoyed high attendance due to the built-in audience organized from previous Dig Afognak camps. Overall, 252 youth and 27 elders participated in the camps. A pre- and post-camp questionnaire was given to all camp participants to gauge their knowledge of Afognak culture, but the findings have not been analyzed in any formal way. A final gathering took place after all camps had been implemented to provide a chance for the community to reflect upon and discuss the activities held and knowledge gained. Approximately 200 attendees enjoyed

presentations from camp participants on different aspects of Sugpiat culture.

The grantee's second objective was to provide Sugpiat youth with tools for healthy life choices via camp activities. Activities centered on the production of a video and three PSAs to be distributed throughout Native Alaska to impart healthy and culturally appropriate life choice lessons to Native Alaskans. The Project was designed to recruit a videographer to complete these activities, but due to the limited human resource pool on Kodiak Island, costs proved prohibitive. Instead of abandoning the activity, staff incorporated the activity into each camp, and had the native youth tape the behavioral health sessions via camcorder. However, the Project Director viewed the recorded footage and concluded that there was not enough useable film to create the planned video or PSAs.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

For native Afognak youth, the expanded Dig Afognak program came at a crucial time in their development and maturation. The cultural activities provided a chance to connect with their history, thereby strengthening their sense of identity and instilling pride. The behavioral health sessions stressed healthy life choices and educated the youth on the services and community network available to them within Afognak society. Non-native youth also attended the camps and welcomed the opportunity to learn about Sugpiat culture from their peers, thereby expanding their views while displaying acceptance of native culture. While these outcomes are encouraging for the youth, the lack of pre- and post-tests indicates that the impact of the camps has not been analyzed by any formal standards.

For Afognak elders, the camps supplied ample opportunities for them to share their

memories and stories of life on Afognak Island. The camps' cultural activities and culturally appropriate health sessions placed a heavy emphasis on traditional knowledge, thereby strengthening and solidifying the elders' respected place within the Afognak community as holders of wisdom.

April Laktonen-Councillor, a fluent Alutiiq speaker involved in the camp, shared, "The language has added a real dynamic component to the camp. The visibility of the language has risen considerably."

Patrick Satenstall, a curator at the Alutiiq Museum added, "The camp has fostered a revitalization of the Alutiiq culture."

Overall, ANA funding has allowed staff members to execute the complete vision for their camp that they always had envisaged, but which a reliance on donated funding had restricted. The Project successfully incorporated behavioral health sessions and cultural activities into the pre-existing camp structure, which have served to enhance the Dig Afognak camp experience. The expanded scope and structure of the program has provided a greater variety and number of activities for youth and elders to participate in together, which has positive connotations for the future sustainability of Afognak culture. Staff also created useful partnerships with such foundations as the Kodiak Island Housing Authority and the Kodiak Area Native Association which may leverage funding for future camps and to maintain the expansion of camp activities realized under this Project.

NATIVE VILLAGE OF PORT GRAHAM



Project Title:	Documenting Traditional Management Practices and Ecological Knowledge of Elders
Award Amount:	\$276,469
Type of Grant:	Environmental
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 4 jobs created
- 28 elders involved
- 14 youth involved
- 1 person trained
- 6 partnerships formed
- 1 product developed

BACKGROUND

The Native Village of Port Graham is a coastal maritime community located on the Kenai Peninsula. Currently, the population of Port Graham is 130 people, most of Alutiiq ancestry. The members of the Port Graham community rely upon subsistence fishing, hunting and gathering practices to provide for their families. Subsistence knowledge, such as reproductive cycles and appropriate harvesting techniques, is passed down from one generation to the next.

PROJECT PURPOSE AND OBJECTIVES

With the passage of the Alaska Native Claims Settlement Act in 1972, the State of Alaska acquired primary responsibility for the management of Alaska's natural resources. To adapt to state laws and

oversight, and to strengthen the Tribe's credibility in the eyes of state regulators, the Port Graham community desired to build a stronger local resource management program. The purpose of this Project was to document the traditional natural resource management practices of the Port Graham community and develop a Natural Resource Management Plan.

The Project's first objective was to document traditional tribal management practices and ecological knowledge of subsistence resources. Project staff collaborated with Port Graham's existing Elders Advisory Council and held two discussion meetings. The team prioritized thirteen wildlife resources for documentation purposes, including crabs, clams, seals, mussels, herring and sea otters. From the discussions, the team developed a species database, which includes traditional ecological knowledge such as habitat, lifespan, breeding period, spawning period and reproductive strategy, and traditional management techniques such as harvesting timelines and population trends.

The Project's second objective was to develop a Port Graham Natural Resource Management Plan (the Plan). Project staff

hired a consultant to procure information on the State of Alaska’s management practices that apply to the subsistence resources utilized by the Port Graham community. These findings, along with the species database developed under the previous objective, provided foundational information for the Plan. Upon completion of the Plan’s narrative, Project staff endeavored to develop supportive ordinances to strengthen the Tribe’s natural resources governance capacity. A single ordinance, the protection of king salmon, was finalized and adopted by the Village Council. The ordinance does not include a management framework, as Port Graham does not have a legal or enforcement entity to support one. Pat Norman, First Chief of Port Graham, shared that the Council is reluctant to prescribe subsistence practices to community members, so “it was decided that the Plan will show our traditional management practices and, as needed, we will use Alaska’s format for written ordinances.”

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project documented the traditional knowledge of the Port Graham community for managing its subsistence resources. The discussions educated community members on acceptable times to harvest maritime species in order to preserve carrying capacity and ensure sustainability.

Traditionally a hunter-gatherer society that followed food supply, permanent settlements are a relatively recent phenomenon in Port Graham and this Project strengthened the community’s understanding of the need to manage and sustain available resources.

Currently, the Port Graham community does not possess the framework to implement or enforce a traditional resource management system. However, Project outcomes, notably the species database and natural

resource management narrative, provide a foundation for Port Graham to build a case for self-governance of natural resources using traditional management concepts. Karen Moonin, the Tribe’s Natural Resource Specialist, shared, “This project has enabled us to move towards that goal by documenting the traditional ecological knowledge of tribal members so that it can be combined with western science to improve the management process.”

ORGANIZED VILLAGE OF KASAAN



Project Title:	Tribal Governance Capacity Building to Support and Enhance Social and Economic Programs
Award Amount:	\$378,199
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 1 business created
- 3 Native American consultants hired
- 1 elder involved
- \$1,344,098 in resources leveraged
- 59 people trained
- 6 partnerships formed
- 4 products developed
- 3 governance codes/ordinances developed
- 1 governance codes/ordinances implemented

BACKGROUND

The Organized Village of Kasaan (OVK), the oldest Haida village in Alaska, was established in 1934 and is one of four tribes located on Prince of Wales Island in Southeast Alaska. Until 1996, Kasaan was inaccessible by road, requiring inhabitants to rely on floatplanes and boats for transportation to and from the village. The remote location of Kasaan has a significant impact on the community, as it directly

affects the cost of supplies, transportation options, and other basic goods and services.

For decades, the village was a thriving community with over 200 inhabitants. However, due to the closure of both the cannery and mill in 1973, and the more recent closures of the Ketchikan Pulp facilities on the island, the Tribe and community are struggling with the problems of unemployment and out-migration. There are currently thirteen jobs in Kasaan for the 51 residents (36 adults). There are 150 registered Tribal members of OVK, many of whom have stated that they would love to move their families back to the village if jobs and housing were available.

PROJECT PURPOSE AND OBJECTIVES

The Project's primary goal was to build the Tribe's capacity and ability to exercise local control over tribal resources in order to improve economic opportunities for local tribal members and serve as incentive for other members to return to the island. The second project goal was to increase the Tribe's organizational capacity by developing an Economic Development Plan that would direct the Tribe's growth and define the infrastructure needed to manage its evolving programs and economic

enterprises. Six diverse objectives were developed to achieve these goals.

Objective 1 was to develop and implement an Overall Economic Development Plan (OEDP) that included a detailed Management Plan and a long-range Fund Development Strategy. In the Project's second year, staff members completed, and the Tribe approved, a strategic plan and long-range development fund strategy that prioritized funding needs and grant requests.

Objectives 2 and 3 were to update the Tribe's outdated constitution, by-laws and corporate charter, and to develop and implement organizational policies and procedures. Staff members developed and implemented six policies and procedures. Project staff conducted a thorough review and revision of the documents, deciding to revise everything except the corporate charter. The Tribal Council approved the new and revised documents in August 2007.

Objective 4, completing a telecommunications technology assessment, was to address both tribal and community needs. A USDA Rural Development grant provided funding for a telecommunications tower.

Objective 5 called for the staff to establish an online tribal portal that included both historical and current tribal information. The Project staff developed a tribal website, which is also accessible to members living off-island.

Objective 6 was to build the skill level and capacity of office staff and tribal managers to successfully manage tribal expansion and to address the added infrastructure requirements. The Tribe developed a survey that identified grant writing and management, record management, and QuickBooks as the topmost training needs. Trainers in these areas traveled to Kasaan to

offer training in the aforementioned subjects to employees and managers of the Tribe.

The Project faced some minor challenges during its implementation phase. High staff turnover was a problem, resulting in the hiring of three different Project Directors. This was due in large part to the extreme isolation of the island and the ensuing travel and logistical problems. Lack of a tribal land base posed a very difficult challenge in pursuit of OVK's economic goals, though the Tribe is currently assessing future land use and acquisition options. Despite these challenges, the Project completed all planned objectives.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Tribe now has a path to navigate towards economic self-sufficiency, a strong infrastructure to ensure they achieve their goals and trained staff to provide future guidance. The Project developed new policies and procedures and modified the constitution and by-laws, providing the Tribe with infrastructure and accountability to its members. The development of an Overall Economic Development Plan supplies the Tribe with a blueprint for future endeavors such as eco-tourism enterprises, an aquaculture farm, and housing and real estate developments, aimed at increasing economic development. The Tribe is now able to have cell service in their isolated location due to access to a new cellular tower. Community members and Project staff indicated that these outcomes have provided the community and Tribe with a sense of pride.

"With the strategic plan we know what we want; now we can go out and get it."

Audrey Escoffon,
Vice President, OVK

ORGANIZED VILLAGE OF SAXMAN, SAXMAN IRA



Project Title:	Saxman Governance Capacity Building Project
Award Amount:	\$105,718
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 6/30/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 32 elders involved
- 10 youth involved
- \$1,945 in resources leveraged
- 6 partnerships formed
- 1 product developed

BACKGROUND

The Organized Village of Saxman (OVS) is located on the island of Revillagiggedo in Southeast Alaska, three miles south of Ketchikan. The town's 430 inhabitants are predominantly Alaskan Natives of Tlingit, Haida and Tsmipshian heritage. The original inhabitants were the Cape Fox Tlingit people who moved to Saxman to obtain education for their children when the BIA constructed a school in Saxman in 1895. In 1934, Saxman established itself as a federally recognized tribe known as the Organized Village of Saxman.

In recent years, the OVS has steadily been working towards empowering and building the capacity of the tribal government. Many residents are unemployed, as the majority of local employment is seasonal connected to the summer tourism industry. The lack of a

tribal strategic long-range plan is at the forefront of the community's needs, as determined during community meetings and through discussions with the Saxman Indian Reorganization Act (IRA) Council.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this project was to develop tribal capacity in the areas of governance and staff development by hiring professional staff and tribal planners. This would foster the completion of an active comprehensive long-range strategic plan to establish sustainability for the Organized Village of Saxman. The Tribe developed three objectives to accomplish this goal.

Objective 1 was to hire a Tribal Planner/Development Specialist and increase the Tribal Secretary's hours to develop a local planning committee to review previous planning data; focus on the responsibilities, liabilities and functions of the council and administration; and to address strategies for implementing a long-range strategic plan. The initial plan was to hire a local tribal member to become the planner. However, due to a lack of expertise, no individuals were available within the Tribe, requiring OVS to hire a

full-time planner from the nearby town of Ketchikan to complete a comprehensive needs assessment and long-range plan.

Objective 2 called for Project staff members to conduct and complete a needs assessment to identify community goals and build partnerships with key resource agencies. The Project formed a community focus group consisting of elders, youth, community members and local businesses. The group worked closely with the hired consultants in the development of an assessment survey, which approximately 38% of the Saxman enrolled membership completed. The survey results identified community goals, needs, and assets and developed measurements of success for achieving them. The community identified seven priority strategic goals: 1) improve levels of education, 2) build a healthy community, 3) protect cultural heritage, 4) achieve economic self-sufficiency and create local jobs, 5) improve trails, sidewalks roads and water transportation, 6) protect lands, resources and the environment, and 7) strengthen tribal governance.

Objective 3 was designed for the Tribe, in collaboration with identified partners, to complete an overall comprehensive long-range strategic plan and apply for funding to resource agencies to sustain current tribal operations. The tribal planning consultants developed a professional draft strategic plan, which the community and focus group reviewed and commented on regarding suggestions for changes to the final document. The plan included three main future projects for OVS: 1) the development of a Charter School, 2) the preparation of a Village Master Plan and 3) the construction of an outdoor basketball court. At the close of the Project, despite a four-month no-cost extension from ANA, the final document had yet to be completed, which prevented OVS from applying for funding from other agencies and thereby completing this

objective. The Tribe will begin submitting funding applications after the Tribal Council approves the final strategic plan.

This Project suffered from challenges that caused delays in the Project's implementation. Challenges included underestimated personnel needs and a lack of participation in the focus group meetings. The meager participation in the community meetings delayed the development of the assessment tool and its distribution.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project provided the Tribe with a roadmap for the future. The publication of the Long-Range Strategic Plan will guide the Tribe in future endeavors. The community now feels involved in the Tribe's decision-making process, due to their input in development of the Strategic Plan. The Strategic Plan development sessions mark the first time the community came together to identify and prioritize competing priorities.

The Project developed partnerships between the Tribe, the City of Saxman and the Cape Fox Corporation. The cementing of these collaborations ensures the non-duplication of services in the community. For example, the community identified the need to establish a museum in Saxman, a project that the Cape Fox Corporation was also planning. The Tribe and its partners can now work together to effectively create a healthier community with a sustainable economy.

"This Project has been great for the community. It has brought the three groups closer together and initiated participation in the community."

Pastor David Mitchell,
Community Member

QUTEKCAK NATIVE TRIBE



Project Title:	Management for the Future
Award Amount:	\$67,858
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 2/28/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 4 elders involved
- \$3,660 in resources leveraged
- 11 people trained
- 6 partnerships formed
- 2 products developed

BACKGROUND

The Qutekcaq Native Tribe (QNT) is located in Seward, Alaska, and was incorporated as a nonprofit organization in 1972. In 1991, the organization formally began pursuing federal recognition.

The current Seward population includes approximately 920 Native Alaskans from a variety of cultures who have settled in Seward for a myriad of reasons. Of this number, 346 have formally enrolled.

Although QNT has not yet received its federal recognition, the tribal members consider QNT to be their representative in governmental affairs.

PROJECT PURPOSE AND OBJECTIVES

QNT enrollment has doubled over the past decade and is expected to continue to grow. The rapid growth led to the creation of the

2003 Community Plan, which outlines a variety of desired projects, including health services management, the establishment of tribal businesses and the development of elder programs. The achievement of these goals requires QNT Tribal Council and staff members to strengthen their current capacity.

The Project's first objective was to establish a Tribal Enrollment Management Database. Project staff purchased Progeny Enrollment 2000 from Tribal Data Resources, and received training on its implementation and maintenance. Project staff created records and entered the necessary demographic information for all 346 enrolled QNT members. Populating the database became an on-going task as staff moved forward with creating a record for all Native Alaskans within their tribal jurisdiction. Files for 1,057 individuals were completed by the end of the Project.

The second objective was to explore options for and establish a Health Insurance Plan for QNT employees. In the time span between when the Project proposal was submitted and awarded, QNT successfully secured Blue Cross Blue Shield health insurance through the Alaska Federation of Natives for all QNT employees. Therefore, the scope of the objective was changed during implementation,

and became a market research study of health insurance plans in comparison to the one already secured. Upon the completion of all necessary research, QNT staff presented their findings to Tribal Council, which decided to retain the already secured health insurance plan.

The third objective of the Project was to complete three management training sessions for the QNT Tribal Council and staff: 1) Budget Development and Management 2) Indirect Cost Rates, and 3) Improving Service Delivery. All training sessions were implemented as planned. QNT staff developed an evaluation worksheet which was completed by all attendees at the conclusion of each training session.

The grantee's final objective was to explore the option to negotiate and establish an indirect cost rate. The need for an indirect cost rate is directly linked to the number of federal grants a tribe oversees in a given year. QNT implements, on average, one grant a year, eliminating the possibility of shared costs. Therefore, no activities under this objective were completed. However, QNT plans on expanding its grant procurement activities in the near future, and now has the necessary knowledge and paperwork to pursue an indirect cost rate.

Overall, the main challenge facing QNT is its on-going pursuit of federal recognition. QNT's lack of a federally recognized status signifies that opportunities for securing federal funding are fewer than those available for recognized tribes, and constricts its ability to train and retain staff. This reality was manifest in QNT's inability to retain the hired Project Coordinator past this Project's timeframe.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The seven members of Tribal Council participated in the Budget Development and Management, Indirect Cost Rates and Service Delivery training sessions. The

evaluations indicated that the attendees were satisfied with the delivery and overall content of the trainings and expressed satisfaction with the knowledge gained. Through its participation, the QNT Tribal Council now has increased ability to govern its constituents and has empowered each member to make informed and appropriate choices when faced with decisions relating to budgets, indirect cost rates and the improvement of services for QNT Tribal members. Diane McRae, QNT Tribal Council President, highlighted that the Project strengthened QNT's capacity to affect positive change, sharing, "The Project has allowed us to reflect on what we've accomplished and trained us to better look at where we're going." Judi Christiansen, QNT Tribal Council Secretary and Treasurer, added, "We want long-term employees who can properly deliver services to our people. With the database, health insurance plans and a trained Tribal Council, we are further along in achieving that goal."

Four members of the QNT staff attended all three training sessions, resulting in increased capacity and management capabilities. The expanded knowledge base of staff indicates an increased ability to address community members' queries on service provision and budget allocation. Furthermore, the creation of an enrollment database signifies that QNT staff members now possess accurate data on its constituents, laying a solid foundation for future service delivery activities.

For QNT tribal members, the presence of a comprehensive and accurate enrollment database will provide a foundation for the pursuit of federal recognition status, an objective prioritized by community members in QNT's 2003 Community Plan. The increased capacity of QNT leadership also allows additional areas prioritized by Tribal members in the Community Plan to be effectively addressed in the near future.

SOUTHEAST ALASKA INTER-TRIBAL FISH AND WILDLIFE COMMISSION



Project Title:	Tlingit and Haida Fisheries Development Program
Award Amount:	\$459,804
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 150 elders involved
- 150 youth involved
- 100 people trained
- 5 partnerships formed
- 3 products developed

BACKGROUND

The Southeast Alaska Inter-Tribal Fish and Wildlife Commission is a nonprofit corporation established to protect and advance the inherent legal rights of Alaska Natives to continue the customary and traditional uses of natural resources in southeast Alaska.

Fisheries are a basic and important natural resource upon which native Alaskans depend for subsistence, commercial fishing, economic and social needs. The adoption in 1995 of the Individual Fishing Quota (IFQ) hindered small, local sablefish and halibut fishermen from fishing local waters. Over time, they were forced to sell their permits and the quota shares they were issued by the IFQ because they were no longer profitable. By the end of 1998, almost 25% of quota shares issued to residents of small coastal communities had been transferred to residents of larger

communities and out-of-state fishing companies and investors.

The lack of access to the fishing industry resulted in high unemployment rates, low median income, and out-migration in rural southeast Alaska. In order to address this situation, the National Research Council approved an amendment to the IFQ whereby small coastal communities are allowed to “buy into” the IFQ program and purchase fish quota by establishing themselves as nonprofit corporations.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to provide economic development assistance to communities with limited planning resources and staffing in southeast Alaska. The Project had five objectives to meet the goals and mission.

Objective 1 was designed to help communities organize as nonprofit corporations and set up operations to manage halibut/sablefish community quotas (CQ) on behalf of their residents as well as to create fishing business and employment opportunities. Ten communities were targeted for this effort over the Project’s two-year timeframe. To obtain community quota entity (CQE) status, communities had to be both incorporated as a non-profit and receive Restricted Access Management (RAM) approval. The RAM

program manages Alaska Region permits, including permit issuing, applications, eligibility requirements, and the dissemination of permit information to the public. Ten communities received the incorporation status and RAM approval.

Objective 2 was intended to assess local infrastructure and facilities and develop management options and plans for leasing quota share, processing the seafood products and getting them to market. Project staff members collected data from a state website and hired a consulting firm to provide community infrastructure assessments. The Project provided sample business plans to the communities, but many were not receptive to establishing their own businesses due to economic barriers. By the end of the project, no business, marketing or operational plans were developed.

Objective 3 was to assist those organized local non-profits in applying for state loan funds designed specifically to assist communities in setting up viable operations for the purpose of purchasing fishing quotas and fishing the local waters again. The state passed legislation authorizing a two-million dollar loan program, but no tribes or communities have applied for loans to date. Due to the high interest rates and financial costs related to the purchasing of quota, fishing equipment, upkeep and salaries, it was not feasible to apply for a loan and become a viable, profitable business.

Objective 4 was to develop markets for CQ supply and assist in organizing communities and community partnerships to meet community and partnership marketing goals. As the Project did not develop any business enterprises, the activities were therefore abandoned.

Objective 5 was designed to develop the internal and natural resource management capability of the Commission by hiring a Natural Resource Coordinator and Fisheries Development Specialist to carry out the

Consortium's specific fisheries objectives and more general natural resources objectives and by coordinating efforts with other entities. Both positions were hired and onboard for the duration of the Project.

The challenges to this Project centered on the lack of financial feasibility for constituent tribes and communities to make this a realistic economic opportunity. Additionally, the cost of CQEs was also extremely high and communities did not have the financial capacity to participate in the program, such as utilizing the local canneries, the purchase of fishing boats, and paying the high costs associated with employing fishing crews.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project provided the communities with knowledge of the Community Quota system and what the process entails. Ten communities received nonprofit incorporation status and RAM approval through the state. These communities are better situated to pursue the acquirement of fishing quota should the opportunity become financially feasible.

SPRUCE ISLAND DEVELOPMENT CORPORATION



Project Title:	Economic Development and Integrated Business Plan
Award Amount:	\$198,007
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 5/31/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- 14 elders involved
- 10 youth involved
- \$21,972 in resources leveraged
- 43 people trained
- 20 partnerships formed
- 1 product developed

BACKGROUND

The Native Village of Ouzinkie is a coastal maritime community located on Spruce Island within the Kodiak Archipelago. Currently, the population of Ouzinkie is 225, most of Alutiiq ancestry. The overwhelming majority of community members are a part of Ouzinkie's commercial fishing-based economy. This economy has declined through a continued drop in fish prices over the past decade. Enactment of limited entry regulations in the late 1970s and early 1980s have also discouraged Ouzinkie's youth from entering the fishing industry. The situation has led to the current 37% unemployment rate in Ouzinkie, and to a 20% decline in the community's population as young

adults with families have been forced to leave in order to make a living.

The Spruce Island Development Corporation (SIDCO) is a nonprofit corporation formed in 2004 by the joint efforts of the City of Ouzinkie, the Native Village of Ouzinkie and Ouzinkie Native Corporation. SIDCO oversaw the implementation of this Project.

PROJECT PURPOSE AND OBJECTIVES

Through a community planning process, SIDCO identified five industries that would bring capital investment to Ouzinkie and provide employment opportunities in the community: 1) Community Quota Entities, 2) Small Fish Processing, 3) Transportation, 4) Tourism, and 5) Behavioral Health Services. This Project was intended to create an Economic Development and Integrated Business Plan (the Plan) to investigate the feasibility of launching these industries and to develop the support necessary to approach capital markets and funding sources.

In fulfillment of the Project's first objective, the planned milestone of training twelve community members in each industry area was surpassed, and 43 individuals in total were trained through this Project. Each attendee also completed 40 hours of training

in the writing of business plans. Project staff exercised a few strategic changes to this objective's planned implementation framework. Staff moved the trainings away from academic-based theories and towards hands-on experience-based trainings. This decision was based upon feedback that attendees were less interested in the theory behind certain areas of development, and more interested in how to actually move forward with development ideas. Sessions were led by successful entrepreneurs, industry specialists and field experts.

The grantee finalized the Economic Development and Integrated Business Plan, thereby fulfilling the second objective. The document has been adopted by the Native Village of Ouzinkie, the City of Ouzinkie and SIDCO. The Plan was also distributed to the 20 industry partnerships created through Project activities.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The completed Plan incorporated short-term priorities to take immediate steps towards the economic development of Ouzinkie. The Community Quota Entities Work Plan outlined an action plan and timeframe for SIDCO to immediately begin pursuing additional salmon and halibut fishing quota permits. The refurbishment of the Ouzinkie dock is the first action item within this and the Transportation Work Plans, and SIDCO staff pursued and received a \$570,000 planning grant to meet this goal.

Staff also endured growing pains associated with carrying out SIDCO's first sizeable federal project. Staff created an accounting system to fulfill the federal financial reporting requirements, thereby laying the necessary foundational infrastructure for the implementation of all future projects.

For Ouzinkie community members, the Project activities strengthened their sense of empowerment and cohesion, as seen by the initiative taken to form a vision for the development of their village, and then

strategically formulating action steps to achieve that vision. Community members involved in the training sessions have increased their knowledge and skills in rural economic development, leading to twelve community members being awarded college credits for their participation. Via community meetings, an opportunity was also provided for session attendees to instruct those community members not able to attend the training sessions, thereby widening Project impact and solidifying community consensus. Finally, the adoption of the Business Plan by Tribal Council signifies that Ouzinkie now has a documented vision to focus and facilitate efforts to revitalize their economy that is fully reflective of community members' wants and needs. The completed Plan will also provide foundational data for all of SIDCO's future funding requests.

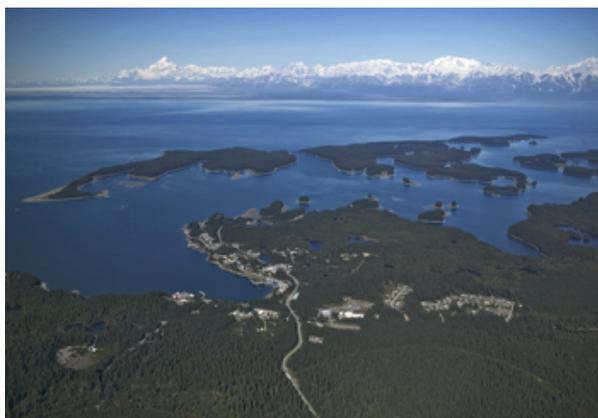
Project staff members expressed satisfaction with the community-based planning and implementation model utilized during the Project. Marie Skonberg, a Behavioral Health Aide, shared, "The Project brought our community together in a positive way. We now see what will work for our community and what will not." Jackie Muller, Ouzinkie Council Chairman, added, "These trainings brought us together to figure out the challenges that stand in our way and how to move forward."

Training session participants voiced approval of Project outcomes. Verna Bennet, Tribal Council Secretary, stated, "Each training session gave the community ideas on what exactly must be done in order for our projects to start and what steps must be taken to ensure sustainability."

"Ouzinkie can now function as a business with its community members as its experts."

Roberta Townsend-Vennel,
Project Business Consultant

YAKUTAT TLINGIT TRIBE



Project Title:	Yakutat Tlingit Language Implementation Project
Award Amount:	\$525,000
Type of Grant:	Language
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 19 Native American consultants hired
- 14 elders involved
- 64 youth involved
- \$30,042 in resources leveraged
- 109 people trained
- 5 partnerships formed
- 43 products developed
- 11 language teachers trained
- 419 Native language classes held
- 6 youth increased their ability to speak a native language
- 11 adults increased their ability to speak a Native language

BACKGROUND

The Yakutat Tlingit Tribe is located in southeast Alaska, approximately 200 miles northwest of Juneau. The Yakutat Tlingit are organized in a matrilineal clan structure. Five of the main clans currently reside in Yakutat. There are approximately four different dialects of the Tlingit language within Southeast Alaska and the people of Yakutat speak their own unique dialect. Within the last nine years, the Yakutat

Tlingit Tribe has experienced a 57% loss of Tlingit speakers. With only 12 fluent speakers still living, 10 of who are aged 65 and older, the Tribe was concerned it could be left with a single Tlingit speaker by the end of the decade. The Tribe strongly believes preserving its language is vital to preserving the cultural identity and pride of its people.

PROJECT PURPOSE AND OBJECTIVES

This Project was designed for implementation of a language preservation plan developed under a previously-funded ANA project. Specifically, the purpose of this Project was to increase the number of Tlingit language teachers within the community of Yakutat.

The Project's first objective was to implement a teacher training program. Staff members utilized the Total Physical Response¹ (TPR) language instruction method because it closely replicates the way elders learned the language. Teacher training was therefore focused on methods for implementing TPR. The teachers, who

¹ TPR is one of the world's most thoroughly researched approaches in second language acquisition. It departs from traditional book learning and involves role playing.

were all community elders, faced some initial difficulties trying to learn this method and one elder dropped out of the Project because he did not support the method. Despite these setbacks, staff trained eleven elders in the method by the end of the Project.

The second objective was to increase language fluency. Project staff conducted 419 language classes in the community and schools in grades K-2 and 5-6. Progress was slightly hindered by the periodic illness of some elder teachers. To address this challenge, the Project Director planned to pair up elders to assist and complement one another while teaching the same class.

During the Project's second year, the school's administrator changed. The new administrator did not allow the language classes in the school, hindering the Project's implementation. Fortunately, the new administration reign lasted only one year and the subsequent administration resumed collaboration with the Project to bring language classes into the community.

During the early stages of implementation, Project staff decided to utilize a formal evaluation method that involved rating the fluency levels through a panel process. At least once a year, learners completed a series of exercises in front of a panel of master speakers who rated their fluency level. Many learners found panel setting intimidating and were hesitant to speak, others often avoided the evaluation altogether. The Project Director used innovative techniques to coax learners to participate in the process. Mid-way through the third year a more informal ongoing method was implemented.

Another evaluation issue dealt with constant turnover of learners participating in the Project. Several new learners joined the classes during the Project's second and third years. The absence of a consistent group of language learners hindered staff's ability to

meet planned target fluency levels. However, by the conclusion of the Project, seventeen students advanced a minimum of three language fluency levels.

The third objective was to develop language materials, including digitized recordings, web-based Tlingit words and phrases and language-based power point presentations. By the Project's end, staff had digitized all of the Tribe's available language tapes; transcribed 2,238 phrases, of which 1,385 were recorded; and developed Power Point presentations for several cultural topics, including canoe carving, traditional plants, totem poles, baskets, weapons and tribal history.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project successfully began a language revitalization movement in the Yakutat community. The Tribe trained dedicated language teachers and inspired some of its youth to attend university to become teachers. The language is being utilized on a daily basis in the community. Tribal elders also reported a renewed sense of pride in Yakutat Tlingit heritage, language, culture and tradition in the community as a result of the Project.

"There are two girls in class that are going to college to be teachers. There is a momentum building. We hear Tlingit in the office every day."

Ted Valle,
Tribal Elder & Master Speaker

AMERICAN SAMOA SWIMMING ASSOCIATION



Project Title:	Swimming and Water Safety Education
Award Amount:	\$465,407
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 12/31/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 6 jobs created
- 1 Native American consultant hired
- 20 elders involved
- 593 youth involved
- \$6,735 in resources leveraged
- 15 people trained
- 19 partnerships formed
- 6 products developed

BACKGROUND

American Samoa is located in the South Pacific, southeast of the sovereign state of Samoa. The main and most populous island is Tutuila, upon which the capital city of Pago Pago is located. The population of American Samoa is approximately 58,000.

There are currently few people who can swim correctly and safely in American Samoa, resulting in a high incidence of death by drowning. On average, seven deaths per year occur due to drowning; as a percentage of the population, this rate is seven times higher than in the United States.

The American Samoa Swimming Association (ASSA) was established to reduce the high incidence of drowning in

American Samoa. Founded in 1994, the ASSA lay dormant until 2003, when an increase in the number of deaths pressed the organization to become active in teaching swimming classes and providing water safety instruction.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to reduce the high incidence of drowning deaths by providing a comprehensive public Swimming and Water Safety Education Program. The Program focused on the training and certification of local water safety instructors (WSIs) and lifeguards.

The Project's first objective was designed to develop and implement the Swimming and Water Safety Education Program by certifying ten WSIs and ten lifeguards, conducting classes in swimming and water safety education, giving lectures in schools and holding a swimming competition. Over the Project period, Project staff trained eight lifeguards and seven WSIs. Two participants were trained and certified in both disciplines. These fifteen individuals taught swimming lessons four to five times a week during the summer months, and conducted community water safety courses. Project staff collaborated with the

Environmental Protection Agency (EPA) and held workshops at local elementary schools on littering, pollution, water safety and watershed management. ASSA also provided lifeguards, swimming lessons and lectures on water safety and reef etiquette to the youth summer program, Camp Enviro Discoveries. ASSA sponsored a first annual swimming competition in August 2006, which drew 100 participants and included a traditional canoe race. Eight adult swimmers also competed in the regional swimming competition held in Western Samoa during the fall of 2006.

The Project’s second objective was to secure the ASSA’s sustainability through public promotion of the organization and partnership development. The Project staff designed brochures and fliers to advertise the Program in churches, schools and youth organizations. Staff transported portable swimming pools to various locations to attract a variety of participants. The Project developed nineteen partnerships to aid in sustaining the program. For example, local hotels will continue to allow ASSA to utilize swimming facilities for classes, the Department of Health and the EPA will continue to collaborate on lectures and information sessions and the American Red Cross will continue to aid in lifeguard and WSI training and certification.

The third objective was to expand the ASSA lifeguard division service by stationing lifeguards on public beaches, establishing a Junior Lifeguard Program and conducting public first aid and CPR demonstrations. At the end of the Project’s timeframe, this objective remained incomplete, despite the award of a three-month extension from ANA. Project staff was unable to secure local government funding to pay the lifeguards past the Project timeframe, and staff therefore abandoned the objective due to lack of sustainability.

The major challenge faced by Project staff was lack of safe and dependable locations to conduct water activities. American Samoa does not have many suitable beaches for swimming instruction, nor is there a public swimming pool. The staff overcame this challenge by utilizing hotel and private swimming pools. The Project also encountered difficulties regarding certification of lifeguards and WSIs, as there was no one qualified on the island to certify these positions. In order to become a certified instructor, staff had to travel to Hawaii to complete a 30-hour course. The lack of training and certification opportunities on the island resulted in the Project falling short of its goal to train and certify ten WSIs.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project advanced the American Samoa Swimming Association’s capacity to produce qualified, professional lifeguards and instructors to promote water safety throughout the island. The Project met its goal of reducing the incidence of death by drowning; only two drownings were reported during the Project’s two-year timeframe. The Project also provided a complete stock of water safety equipment and supplies that ASSA will use to continue the Water Safety Education Program. An additional positive impact is the formation of a youth swim team that participated in a regional competition. Overall, 600 American Samoan youth and adults learned to swim, strengthened their basic water safety skills, gained awareness about the ocean and learned to respect the environment.

INTERSECTIONS, INC.



Project Title:	Crossroads Theatre for Youth: “Community Transformation Through the Arts”
Award Amount:	\$1,090,970
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/1/2004 – 8/31/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 11 jobs created
- 10 Native American consultants hired
- 100 youth involved
- \$4,845 in revenue generated
- \$175,500 in resources leveraged
- 310 people trained
- 21 partnerships formed
- 30 products developed

BACKGROUND

American Samoa is located in the South Pacific, southeast of the sovereign state of Samoa. The population of American Samoa is approximately 58,000, 60% of which live below the poverty level. Intersections Inc. is a nonprofit faith-based organization founded in 2002, with the mission to make lasting positive differences in the lives of families by empowering them to break the cycle of poverty and improving the physical, social and spiritual aspects of family life.

This Project focused on specific social issues faced by American Samoan youth. The current trend of social problems relate to substance abuse, child abuse, violence, teen pregnancy and suicide. There is a great

deal of concern within the community regarding cultural erosion, the conflict between traditional and contemporary customs, and the war on poverty.

PROJECT PURPOSE AND OBJECTIVES

This Project’s purpose was to raise public awareness about social issues through the use of community theater. The Project utilized this medium as a way to bring sensitive and oftentimes taboo issues to light in the community. Overall, this Project sought to reach 80% of the population under the age of 25 in American Samoa.

Objective 1 in the Project’s first year was focused on the establishment and implementation of the Community Theatre for Youth (CTY) program, as well as the purchase of equipment and materials needed to produce plays. Intersections, Inc. modeled CTY on Hawaii Theatre for Youth, a 50-year old program that produces theater and drama education projects. Members of CTY include five actors, one technician and Project staff. In addition to hiring the actors and staff, the Project purchased production equipment such as lighting instruments, costumes and props.

The Project included objectives in the first and second years to implement a public

information and promotional campaign. CTY members gathered information from community agencies such as Social Services, the Child Abuse Task Force and the Department of Public Safety in order to create educational texts for teachers to use in their classrooms. To meet this objective, marketing materials were produced, which were distributed to all the schools, youth organizations, and churches on the island. Staff also created a CTY website to expand the promotional campaign during the first months of the Project.

Objective 3 was to develop and perform three new plays during each year of the Project. Staff successfully completed this objective, performing nine plays addressing child abuse, the hazards of smoking, suicide, substance abuse and peer pressure. CTY performed these plays at schools, local events and churches.

Objectives for the second and third years of the Project were to recruit 50 native youth each year to form a Junior Company and to compose original plays. The Project succeeded in forming the Junior Company, involving 100 youth who participated in theater workshops on script writing, model programming, acting and incorporation of drama into education. The youth also wrote and performed original plays at a community event entitled Theatrefest. Due to overwhelming support, Theatrefest is now an annual event, held in different locations on the island, and features staged readings and musical performances in addition to the Junior Company plays.

The final objective of this Project was to take both the CTY actors and the Junior Company on the road to Hawaii to learn and share with other youth theater groups. The CTY actors also performed their plays in fifteen different Hawaiian locations for Samoan communities, including a halfway house for women.

Initially, the Project experienced difficulty in garnering support for CTY, as some of the issues addressed in the plays are taboo in Samoan society. However, these groups eventually saw the value in using community theater as a means of awareness-raising. Due to the sensitive nature of the issues presented in the plays, oftentimes youth audience members were loath to participate in post-performance discussions. Project staff overcame this challenge by leading the discussions themselves, rather than having officials or teachers facilitate.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project helped the community identify problems and bring them to the forefront of discussion. CTY performed plays for over 12,000 youth and 2,000 elders in American Samoa and Hawaii. It increased familial communication while still managing to maintain Samoan cultural traditions. Additionally, Project staff stated they noticed increased confidence and self-esteem in the junior performers. Ipu Lefiti, a community member, stated, “The Project is building bridges between generations.”

Samoa’s government agencies, which had initially resisted the Project’s activities, hired the Junior Company to film public service TV spots. Churches and other community groups invited them to perform, increasing the reach of the Project and ensuring that the Project met the stated goal of reaching 80% of American Samoa’s youth.

NATIVE AMERICAN SAMOAN ADVISORY COUNCIL



Project Title:	Empowerment in Native American Samoa Agribusiness: Revitalizing Tradition and Identity
Award Amount:	\$504,582
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/01/2004 – 8/31/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 7 jobs created
- 35 elders involved
- 281 youth involved
- \$81,150 in resources leveraged
- 128 people trained
- 32 partnerships formed

BACKGROUND

In the early 1900s, the US acquired five small islands in the South Pacific Ocean. The inhabitants of these beautiful islands, now known collectively as American Samoa, share a common language, governmental structure and value system. As generations pass, the American Samoan people are working to define the fragile relationship between their traditional lifestyle and their role as American citizens. The key to developing this relationship is finding a balance that will honor and preserve the Samoan cultural identity.

The Native American Samoan Advisory Council (NASAC) was incorporated in 1993. The organization's purpose is to preserve and protect Samoan cultural values by empowering citizens to find solutions to

the challenges that threaten to unravel their culture.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to create a sustainable local agri-business environment for young men and women of the villages. The agri-business environment would begin revitalizing the traditional cultural values and renewing a sense of Samoan identity.

Objective 1 of the Project was envisioned to create two village plantation sites and training 20 young men to process raw material used in traditional Samoan items. Additionally, staff planned to create and maintain two hiking trails. After hiring the Project staff, a community advisory board was formed to ensure the Project garnered essential community input and support. Next, staff selected young men to participate and began negotiations to secure land for traditional planting. As the process of grooming the fields began, typhoon-like weather destroyed the work completed on both plantation sites.

Rather than halting the Project, staff concentrated on activities in the next objective. Objective 2 was to hold four training workshops in production, quality control and marketing of traditional Samoan

goods. The culmination of this objective was to host an agri-business fair for women to sell handmade goods. The workshops targeted 50 women; some sessions had 65 women in attendance. Due to success and demonstrated talent, additional workshops were held to teach other women about the specialty skills: traditional weaving, costume design and tapa cloth making. In all, staff held seven agri-business fairs.

The focus of objective 3 was to build one traditional fale (house) on each plantation site. This objective was completed by the group of young men selected to plant and harvest at each site; this group also developed oral presentations on the traditional method of constructing a Samoan fale. In the future, the speeches will be delivered at hiking trails created along the plantation sites for visitors to the island.

Objective 4 was to create and launch a website for the global sale of goods crafted by local women. In order to sell items on the site, staff required each woman to complete the series of workshops. The website was launched shortly before the completion of the Project.

Objective 5 was to create a permanent location for agri-business fairs. Due to complexities involved with attaining rights to property, the Project staff was unable to successfully negotiate land acquisition with the village council of chiefs. However, staff continued holding fairs at various locations throughout the community and in conjunction with conventions and gatherings.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Implementation of the Project provided opportunities for community women and young men to expand cultural knowledge and begin the process of finding balance with traditional Samoan culture. Forty

seven women artisans began or started home-businesses, which enabled them to provide for their families. Building the traditional fale and hiking trails allowed male participants to share Samoan culture in a public forum.

The Project has helped define the community’s ideas about being a member of the American Samoan community today. The Project sparked an important renewal process of traditional Samoan culture; both artisans and consumers have become more confident in creating and purchasing items made locally. This resurgence of culture will help create a positive place for traditional Samoan cultural components as the community continues to define their roles in society today and in the future.

“This is where my heart is. This is what my family has done for generations.”

Leslie W.
Traditional tapa maker

PACIFIC ISLAND CENTER FOR EDUCATIONAL DEVELOPMENT



Project Title:	Youth Empowerment for Success (YES!)
Award Amount:	\$442,340
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/1/2004 – 8/31/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 500 youth involved
- \$27,800 in resources leveraged
- 500 people trained
- 28 partnerships formed

BACKGROUND

Since inclusion in the United States in the early 1900s, the five islands of American Samoa have experienced a time of rapid change and adaptation. Traditionally, the American Samoan people lived independently and produced all necessities for everyday life from resources found on their land. Youth received direction and guidance from parents and community members.

Currently, the benefits of post-secondary education are valued, and more students are willing to move off-island for higher learning opportunities. However, such moves are extremely challenging and take preparation to deal with accompanying cultural, financial and social obstacles. One pressing challenge Samoan youth encounter is learning to function in an environment that lacks a strong cultural support network.

Additionally, some youth require supplemental educational courses to prepare for a four-year college program.

The Pacific Island Center for Educational Development (PICED) was formed in 2002 to increase the number of Pacific Islander youth graduating with bachelor's degrees. The Center is located on the island of Tutuila, and works closely with churches, schools, businesses and community programs to help nurture essential skills to help youth succeed in college.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to encourage and prepare Samoan youth to pursue higher education by offering classes to develop leadership, financial and time management, and cultural adaptation skills.

The Project's first objective was to increase community awareness about the college preparation program. Staff created and distributed fliers advertising the kick-off event that introduced the program to the community. PICED staff and board members answered questions about the planned program.

The second objective was designed to create a holistic and culturally sensitive college preparation program for Samoan youth.

Staff members researched and selected materials and assessment tools for the initial summer program; participated in training to administer and score assessment tools; edited the summer seminar outline and course content for cultural sensitivity and relevancy to Samoan youth; and contacted youth to determine interest for the mentoring program.

The third objective was to launch the summer seminar for Samoan youth and parents. Staff held classes twice a week to develop leadership, financial and personal skills. Sixty students participated in the internship program with community business partners. Staff placed students based on each student’s career aspirations, which ranged from banking to marine biology. Students maintained detailed journals to track internship experiences and wrote a report at end of the program.

The fourth objective was to gather written feedback from student and parent participants. Staff distributed post-tests to students, while teachers, mentors, and parents provided oral feedback on experiences. Staff incorporated feedback into the training material for the program schedules.

The final objective was intended to develop a strategy to incorporate the summer seminar into PICED’s regular program activities. Due to the support of numerous community partners, PICED incorporated the summer seminars and the internship program into its normal array of services for students.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project directly benefited youth participants of the summer program. In addition to gaining valuable life skills to help them succeed in college, they developed mentoring relationships with

members of the Samoan community. Many participants accepted job offers for holiday and summer breaks. Project staff gained valuable experience designing and implementing the summer curriculum. The youth outwardly expressed their gratitude to Project staff.

Local schools in Tutuila also gained a valuable partner to keep students learning during the summer break. The courses offered at PICED served as a complement to regular school year courses.

“This is a program the community has adopted. We now have kids coming up to us and asking to be in our summer program.”

Sandra King-Young,
Project Director

NATIVE AMERICAN CONNECTIONS



Project Title:	Enhancing Security, Communications, Customer Service and Community Access to Training and Services at the Native American Business/Cultural Center
Award Amount:	\$180,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 43 elders involved
- 55 youth involved
- \$1,159,850 in resources leveraged
- 200 people trained
- 6 partnerships formed
- 2 products developed

BACKGROUND

Native American Connections (NAC) is a native nonprofit founded in 1972 to provide a drug-free safe haven with support services. In 2005, Native American Connections, the Phoenix Indian Center (PIC) and Native Health formed a legal partnership in order to purchase a six-story office building in central Phoenix, Arizona. The building will serve as a one-stop service center for the urban Native American community of greater Phoenix, which has grown to over 90,000. The three organizations collectively have provided almost 120 years of service to the urban Native community through a set of non-competing programs including behavioral health, affordable supportive housing, medical/dental services, youth and

elder services, education, workforce development and cultural/language preservation.

The community has been involved in the planning process for the development and operation of an urban Native American one-stop service center in central Phoenix for almost ten years. Prior to the purchase of this new space, the greater Phoenix region lacked a central location for the Native American community to gather together to express and share cultural traditions and receive access to services such as health care, social services, recreation and community resources.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to improve the delivery of health and human services in a convenient secure environment. This Project furthered the integration of services through installation of a sophisticated telecommunication system that would link the organizational offices located on various floors of the building and the satellite offices located around the very large Phoenix metropolitan area. In addition, the Project was designed to provide a secure

environment for staff, tenants and customers, as some of their programs are open 24 hours.

The first objective was to design, receive bids for and install a surveillance/security system. Activities for this objective did not begin until the second objective was complete, causing a serious delay. In addition, limited funds remained for the security system. Strict building codes had to be adhered to in order to accommodate this type of system. These codes not only elevated the cost of the system but also required costly building upgrades. NAC did not have the capital to complete all of the required building upgrades necessary for the specified security system, nor did the Project provide enough funds to pay for the complete system. Thus, the installation of the security system was divided into three phases. The first phase was the installation of a basic building entry security system, the least expensive of the components. This provided the building with a basic security system that could be built upon. The other two phases will install a video surveillance component and a more sophisticated total building security component at a later date.

The second objective was to design, receive bids on and install a telecommunications system. NAC aimed to integrate programs and improve client service, and therefore focused on this objective first.

Unfortunately, NAC underestimated the cost of the system and its installation. Project staff worked to reduce the cost of the system while maintaining basic functionality, though even the reduced price remained higher than the originally budgeted amount. The organization decided to proceed with the installation of the system despite the extra costs, leaving a limited amount of funds for Objective 1.

This Project experienced additional challenges during implementation. The

building purchased prior to the Project required remodeling to meet modern codes. Each time the staff attempted renovations, additional charges pertaining to code regulations surfaced, forcing NAC to purchase supplementary materials not accounted for in the Project's budget. Project staff shared the importance of working with the Phoenix permit office prior finalization of the project proposal.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project improved NAC's service delivery and coordination ability through the purchase and installation of the telecommunications system. A basic secure entry system improved building security. The Project leveraged \$991,846 towards building renovations, and received a \$60,000 Community Development Block grant to improve the fire and evacuation system. This Project enabled NAC to move toward the goal of installing a security system. NAC is currently seeking funding from other sources to complete this endeavor.

"[The new building] really helps, especially if you have kids because you don't have to ride the bus across town for different appointments."

Phoebe Hady,
Community Member

NATIONAL CENTER FOR AMERICAN INDIAN ENTERPRISE DEVELOPMENT



Project Title:	NativeEDGE Economic Development Web Portal
Award Amount:	\$199,998
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 2 people employed
- \$127,500 in resources leveraged
- 8 partnerships formed
- 1 product developed

BACKGROUND

The National Center for American Indian Enterprise Development (Center) is a nonprofit organization founded in 1969 and headquartered in Mesa, Arizona. The Center's mission is to develop and expand the American Indian private sector, which employs Indian labor, increases the number of viable tribal and individual Native American businesses, and positively impacts reservation communities by establishing business relationships between Indian enterprises and private industry. The Center estimated that the number of Indian-owned businesses was well over 200,000 by 2004.

In April 2000, eighteen federal agencies combined efforts to launch Native Economic Development Guidance and Empowerment (NativeEDGE), a fully interactive website for federal and private grants, loans, loan guarantees and technical assistance for

American Indian and Alaska Native organizations and individuals. The website generated considerable interest, receiving 50,000 hits and registering 35 new projects per month during the Project's 10-month timeframe. In February 2004, the Department of Housing and Urban Development (HUD), which had hosted the site, gave the NativeEDGE product, including content, source code and any documentation that would assist in the transfer of the website, to the Center.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to complete the reconstruction of the NativeEDGE web portal. The completed portal would include a publications clearinghouse, a host of resource links, and offer technical assistance from the Center to provide a means for Native American entrepreneurs, tribes, lending institutions and private businesses to collaborate and promote economic growth in Indian Country.

The Project's first objective was designed to complete the reconstruction of the NativeEDGE web portal. To complete the objective, the Center hired a Project Coordinator and IT Technician. Project staff created a website to provide interface

capability to end users, which can be accessed at www.nativeedge.org. Project staff established a database which allows interested users to run searches and access data results via the website. At the end of the Project timeframe, staff reported database functionality was approximately 90%. The final 10% is planned for completion once the website and database is pilot-tested and adjusted based on feedback.

The Project's second objective was to provide economic and business development assistance to users. The Center expected a minimum of 50,000 hits and 35 registered projects monthly. At the end of the Project's timeframe, the testing of the website and database was not complete. Therefore, NCAIED's provision of business assistance to end users, as well as the tracking of hits and registrations, had not yet commenced.

The final objective was to ensure the website's sustainability through a collection of \$350,000 in user fees. Again, this objective was not completed as the website and database had not completed the evaluation phase within the Project timeframe.

The Project encountered many challenges. The Project proposal's author did not have an IT background and many key activities were missing from the Project's implementation framework. Additionally, the Center hired the Project Coordinator nine months after the timeframe began, as the organization did not receive the expected assistance from an IT partner. Once hired, the Project Coordinator discovered the web portal's source code would have to be rewritten. In addition, the Project's existing databases were lost and needed to be repopulated. The situation required Project staff to conduct unplanned research to rewrite the missing pieces.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project's completed activities are confined to the development of a website and database. Since completion of the website and database was delayed, the economic and business development assistance and the sustainability objectives were not achieved by the Project's completion date. Nevertheless, Project-derived benefits for the community still have the potential to be realized.

PASCUA YAQUI TRIBE



Project Title:	Building Health Center Capacity: Caring for our Own
Award Amount:	\$347,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 35 jobs created
- 35 people employed
- 16 youth involved
- \$769,532 in resources leveraged
- 32 people trained
- 21 partnerships formed
- 2 products developed

BACKGROUND

The Pascua Yaqui Tribe of Arizona governs a 1,395 acre reservation near Tucson, Arizona. Tribal membership totals 13,148.

In December 2003, the Tribe completed construction of a dental center and had plans to construct a health facility. After opening the dental center, the Tribe realized that it needed to resolve two issues before opening the health facility. First, the dental center was not fully staffed, and 135 new health staff positions would need to be filled in the health facility. Secondly, tribal administrative procedures were suited for service delivery operations smaller than the dental center or new health facility.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to complete preparations for the Tribe to staff and operate the new health facility.

The Project's first objective was to coordinate a workforce development strategy with existing tribal programs to train and qualify tribal members for medical professional and support service positions. To complete the objective, Project staff hired a Health Workforce Case Manager. The Manager formed partnerships with 21 local and tribal institutions. Most partners hosted tribal members as interns and trained them in general skills required for administrative and support positions. Five partnerships were in the specialized health field, and provided training in a variety of health professions. Overall, 32 tribal members completed training and gained employment in the health field, including positions such as dental assistant, nursing assistant, health unit coordinator and x-ray technologist. Additionally, Project staff gave presentations in local schools, educating native youth about different career options available in the health field.

The second objective was to strengthen and streamline the existing administrative structure to accommodate increased health service delivery, and revenue, through transportation services. To complete the objective, Project staff hired a health consultant. The consultant surmised that the Pascua Yaqui Health Transportation Service Program would not be able to increase health services billing to third party payers. The consultant researched other tribal health programs and found billing options within the dental and behavioral health programs. The consultant then analyzed the existing billing program and developed a billing manual. The consultant conducted a workshop for all health supervisors to educate them on billing roles and requirements, but no new or revised operational procedures were implemented during the Project timeframe.

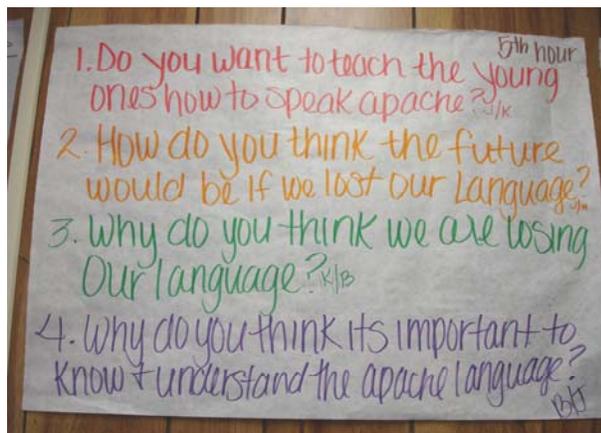
PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Through opportunities provided by this Project, 32 tribal members obtained employment. These tribal members gained employable skills while decreasing dependency on support services. The Pascua Yaqui Tribe now has trained tribal members ready to serve the community's health needs.

Project staff also educated 2,500 tribal members on careers in health and the availability of positions with tribal hiring preferences. To support the presentations, Project staff produced a DVD entitled "The Journey to Self-Sufficiency," which addresses the success of the Pascua Yaqui Workforce Development Program. The DVD includes the stories of tribal members' success, joy and pride in their new employment positions. The presence of 32 role models in the Pascua Yaqui community had encouraged native youth to pursue health careers.

The Project serves as a model to other tribes. A Project staff member shared, "The biggest impact we have had is disseminating this information to the other nineteen tribes in Arizona and informing the tribes of the potential impact. Politically, socially, economically and culturally, the program assisted all of the Yaqui people.

SAN CARLOS APACHE TRIBE



Project Title:	Language Assessment and Goal Development Project
Award Amount:	\$60,323
Type of Grant:	Language
Project Period:	9/30/2005 – 3/30/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 10 people employed
- 241 elders involved
- 40 youth involved
- \$9,000 in resources leveraged
- 9 people trained
- 34 partnerships formed
- 2 products developed
- 2 language surveys developed
- 1,500 language surveys completed

BACKGROUND

The San Carlos Apache Tribe is located in southeastern Arizona on a reservation that spans 1.8 million acres. The Tribe counts approximately 13,000 enrolled members, 80 percent of whom live on the reservation.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to conduct a language survey to determine the current status of the Apache language on the San Carlos Reservation. After completing the assessment, the Tribe and its partners

planned to determine long-range goals to preserve and revitalize the language.

The Project's first objective was to design the community language survey. To complete the objective, the Tribe hired a Language Coordinator. The Coordinator convened a twenty-member language committee, comprised of fluent elders, local teachers, and a consultant professor from the University of Massachusetts. The committee developed a comprehensive language survey in both English and Apache to meet the community's needs. Project staff pilot-tested the survey on a random sample of community members and made minor adjustments based on findings and community feedback.

The second objective was to survey the San Carlos community. Project staff hired nine community members to conduct the surveys and trained them in effective interviewing techniques. Staff implemented an awareness campaign to notify the tribal community of survey activities, including newsletter articles that encouraged support and compliance. The surveyors divided the community into sectors to ensure efforts were not duplicated. During the Project

timeframe, surveyors completed 1,500 assessments.

The third objective was to organize and analyze data gathered from the surveys, and subsequently establish long-term language goals. The Language Committee completed the organization of the survey data. The data analysis indicated that nearly 100% of tribal members over the age of 60 spoke fluent Apache. This percentage trends downward through the progressively younger age brackets, concluding with the finding that only 10% of members under the age of 20 speak fluent Apache. Faced with these statistics, Joycelene Johnson, a Language Committee member, shared, “In the span of a single lifetime, our language is disappearing.”

To combat language loss, the Language Committee developed a set of long-term goals. These goals included developing a Master-Apprentice program, organizing family-based language classes, implementing language immersion summer camps, the recording of fluent elders to preserve language, and launching a public relations campaign to increase awareness and encourage Apache language use. The Language Committee published survey findings and language goals in a series of articles in the tribal newsletter.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The San Carlos Apache Tribe now has solid data on the current status of the Apache language. The completed language assessment provides the Language Committee the necessary foundational data for all future grant applications and development initiatives to achieve the stated long-term language goals.

Overall, Project activities increased awareness of the status of Apache in the tribal community. Project staff convened

community meetings to discuss survey findings and action steps to achieve the language goals. The interest generated for language preservation and revitalization efforts through community meetings led the community to create a follow-up project proposal. This one-year Project, funded by ANA and scheduled for completion in 2008, will develop a Strategic Language Preservation Plan to promote the revitalization of the Apache language.

SHONTO COMMUNITY DEVELOPMENT CORPORATION, INC.



Project Title:	Building Capacity Through Partnerships to Empower and Revitalize the Shaatohi Community
Award Amount:	\$83,860
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 12/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 12 elders involved
- 14 youth involved
- \$101,410 in resources leveraged
- 25 people trained
- 17 partnerships formed

BACKGROUND

The town of Shonto, located in the northwestern portion of the Navajo Nation in northern Arizona, became a chapter of the Navajo Nation in 1958. Located in an extremely rural setting, 90% of the roads in the Shonto area are unpaved and three quarters of the community live without power, an indication of the persistent poverty conditions in the region. The Shonto Community Development Corporation, Inc. (SCDC) is a nonprofit organization incorporated in the Navajo Nation serving Shonto and adjacent chapters in the Western Agency.

In December of 2005, the Black Mesa Mine, which employed over 680 Navajos, closed, contributing to the current 69% unemployment rate in Shonto. The SCDC aims to foster social and economic

development in the area based on local leadership, community resources and volunteerism.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to support lasting and sustainable economic development in the Shonto community, and in the western region of the Navajo Nation. Methodology employed to implement this Project included youth empowerment, organizational capacity building and the leveraging of resources through volunteers, regional collaboration and partnerships.

The only Project objective was designed to increase organizational capacity to achieve community-based economic and social development. Project staff successfully conducted conferences, workshops and training sessions created to increase the skill and knowledge base of the staff and entire community.

Community members, Chapter government and Shonto Community Development Corporation (SCDC) board identified four economic and social development community projects. The projects included the Shaa'tohi Artist and Visitors Plaza, Shaa'tohi Public Service and Housing Complex, Regional Tourism Development

and Shaa'tohi Rural Electrification and Renewable Energy strategies. These four projects are all in the development stages with a project team in place, which holds monthly meetings in preparation for the projects' implementation.

The Project staff aimed to provide at least one community training in different subjects relevant to community development each quarter, but was unable to accomplish this activity due to high staff turnover at the beginning of the Project. Project staff developed seventeen partnerships, which helped to contribute to organizational and community capacity. SCDC achieved Rural Economic Development Initiative (REDI) certification in February 2007; SCDC is the first Navajo Chapter to be certified.

The Project encountered two major challenges during implementation. As part of the Project, SCDC intended to apply for acceptance into the Arizona Community Fund program and utilize \$50,000 in seed funding from a local partnership to create the Shonto Community Fund. Unfortunately, the partner left the community, resulting in the loss of the donation. With the aid of a three-month no-cost extension, SCDC collaborated with Shonto Community Governance and located another source for a \$50,000 donation. The second challenge concerned a Department of Commerce program entitled "Main Street Arizona," which fosters economic development within the context of historic preservation to revitalize downtown areas of small communities. Unfortunately, the Project's timeline did not allow SCDC to apply for funding through this program.

At the time of the grant, this program was no longer accepting applications, eliminating the possibility for SCDC to utilize this financial resource for the development of their own downtown area.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project built capacity not only for the SCDC but also for the entire Shonto community. Active community involvement in the Project fostered intercommunity relationship building. Community members are more aware of the benefits of developing both economic and social infrastructure.

The four projects selected by the SCDC board are all moving forward by virtue of the skills learned and the partnerships formed through this project. The Project staff stated that Shonto Community Development Corporation has become a leader in community development among the Chapters of the Navajo Nation.

"This project enabled us to take the lead among the Navajo Nation Chapters and Local Governance Act Certified Chapters with different initiatives."

Jonathan Nez, Vice President,
Shonto Community Governance

CALIFORNIA INDIAN MUSEUM AND CULTURAL CENTER



Project Title:	Pomo Language Model Repository
Award Amount:	\$199,080
Type of Grant:	Language
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 15 elders involved
- 10 youth involved
- \$2,740 in resources leveraged
- 27 people trained
- 17 partnerships formed
- 3 products developed

BACKGROUND

The California Indian Museum and Cultural Center (CIMCC) is located in Santa Rosa, California. The State of California is home to over 15% of the nation's Native American population. There are currently 109 federally recognized tribes within California, in addition to many other non-federally recognized tribes. CIMCC aims to educate the public about California Indians by showcasing the history and cultures of the state's tribes, enhancing and facilitating these cultures and traditions through various outreach activities, and by preserving and protecting California Indian cultural and intellectual properties.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to coordinate and promote the sharing of existing Pomo language resource materials through the creation of a common repository accessible to all 20 Pomo tribes.

The Project's first objective was to research and collect 50% or more of the known tribal and non-tribal Pomo language instructional and resource materials, and prepare them for inclusion in the repository. Project staff amassed 243 Pomo language resources, including 29 audio recordings and 11 language videos. Proprietary feelings of ownership posed a challenge to staff, as some resource holders were unwilling to part with their records. Project staff members also shared that they are unsure whether these records constitute 50% of the resources available. The language materials successfully gathered were digitized and edited to improve sound and video quality.

The Project's second objective was to build a web-based Pomo Language Model Repository. Project staff successfully created the database and trained all CIMCC staff in its use and maintenance. The database was pilot-tested and evaluated by a select target audience of language

preservation experts, elders and youth, and their feedback was incorporated into the final product. The database currently stores all gathered Pomo language resource materials and is accessible via the CIMCC website. The materials can be queried by dialect, region, speaker and type of resource. Project staff have decided to password-protect the repository, and any entity interested in utilizing its content must contact CIMCC for access.

The Project's third objective was to conduct three regional workshops to train 100% of the 20 Pomo tribes to use the language repository. Project staff members developed a training curriculum and advertised the workshop through their listserv. Three regional one-hour workshops were held, with 27 participants representing 19 of the 20 Pomo tribes in attendance.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

For the Pomo communities of California, this Project has established a base of the Pomo language that is independent of proprietary ownership. Joe Myers, Project Director and Pomo Indian, expressed, "No longer is it just the linguists that are preserving the Pomo language. The Pomo are preserving the Pomo language." Pomo language preservation efforts from individual Pomo bands can use the repository as a starting point for discovering new materials, sharing ideas and the development of new language learning materials. At the end of the Project timeframe, staff had documented 50 requests for access to the repository from tribes and educational institutions interested in utilizing the language materials and learning more about the history and culture of California Indians.

Project staff members are building upon the work completed by the activities of this Project as they are currently working on a

Pomo language distance learning curriculum which utilizes language resources from the repository. Furthermore, CIMCC has disclosed plans to construct an in-house recording studio to develop Pomo language resources and continue to grow the language repository.

HOOPA VALLEY TRIBE



Project Title:	Development of Tribal Game and Non-Game Management Strategy for the Hoopa Valley
Award Amount:	\$451,708
Type of Grant:	Environmental
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 35 elders involved
- 169 youth involved
- \$171,558 in resources leveraged
- 26 people trained
- 8 partnerships formed
- 7 products developed
- 3 environmental codes/regulations/ordinances developed

BACKGROUND

The Hoopa Valley Tribe is located in the Klamath-Trinity Mountains of northern California. Hoopa Valley is home to over 2,500 residents, of which nearly 2,300 are Native Americans of Hoopa, Karuk or Yurok origins.

Soon after becoming a sovereign nation in 1989, the Tribe became responsible for managing its natural resources. Utilizing sustainable management practices, the Tribe provides for vast areas dedicated to wildlife habitat conservation on its lands.

Timber sales constitute the bulk of the Tribe's discretionary income and many wildlife species play important roles in the

daily lives of tribal members. Tribal members use piliated and acorn woodpecker feathers in traditional dance regalia and river otter pelts to create arrow quivers.

Prior to this Project, the Tribe had never studied the potential long-term impacts from human interactions with Hoopa Valley's wildlife population. Deer hunting on tribal lands went unchecked; the health and size of the piliated and acorn woodpecker populations was unknown; and the effects of an ongoing tribal black bear control program were not studied. Therefore, the Tribe had not created comprehensive resource management policies due to the lack of background scientific knowledge to direct their development.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to establish a wildlife management plan and regulatory structure for the Hoopa Valley Tribe. The Tribe planned to base the management plan on a survey of four wildlife species of cultural or economic importance to the Tribe. The Project was also designed to develop a hunter education program based upon tribal cultural values and animal biology.

The Project's first objective was to establish a core Interdisciplinary Team (IDT)

composed of three interdepartmental representatives, two cultural committee members, two community members and one biologist. Project staff formed the IDT and charged it with the oversight of the cultural and biological aspects of the plan, as well as formulating management alternatives to present to the Tribal Council.

Objective 2 was to develop population monitoring standard operating procedures (SOPs) for deer, bear, and acorn and piliated woodpecker species. Project staff created SOPs for the study of each of the four species and conducted long-term studies of each. Project staff also conducted a study of Hoopa Valley's fisher², or North American marten, population. The results represent population baseline data that will be monitored to determine specie health on the Reservation. Other activities included analyzing the collected data and presenting findings to the IDT to inform development of the resource management plan.

The third objective was intended to present management alternatives to the Tribal Council for approval. After reviewing the data, the IDT drafted a set of resource management alternatives to present to the Tribal Council. Tribal elections delayed the presentation of management plan alternatives to the Tribal Council, necessitating a two-month extension. The IDT condensed the alternatives into a Management Plan Strategy, which it presented to the Tribal Council in November, 2007. The Plan is currently being discussed on a community level.

Objective 4 was to develop a youth-focused hunter education program based on Hoopa cultural values and animal biology. John Higley, the Project Director, shared, "Our

goal with the youth in this project was to ensure that attitude changes towards hunting would happen." Project staff created a hunter education handbook, and accompanying workbook, with lessons on traditional hunting methods, the biology of culturally important species, and hunter safety. Additionally, staff worked with tribal elders to develop a narrative history of hunting and wildlife in the region.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project helps the Hoopa Tribe manage and govern its natural resources in a sustainable manner supported by the community. Biological surveys conducted under this project will provide data for current and future management decisions pertaining to management of the Tribe's natural resources. The wildlife monitoring SOPs set the methodological precedent for the reservation. The hunter education curriculum will provide new and existing tribal hunters with information on hunting safety, wilderness survival, safe hunting practices and information on bag limits for each species.

For future hunters, the new management strategy and hunter education program promote sustainable deer populations. Healthy woodpecker and fisher populations will ensure the availability of regalia materials for tribal traditionalists. For all Hoopa tribal members, the successful management of natural resources, and positive changes in hunting practices, will strengthen the area's ecological balance, promoting spiritual and economic success.

To sustain the Project, the Tribe has committed \$150,000 in annual funding towards the development of a Wildlife Management Department. The Department will dedicate part of its budget to the continuation of the hunter education program.

² Hoopa tribal members use fisher pelts in dances and to make arrow quivers.

INDIAN CHILD AND FAMILY SERVICES



Project Title:	A Tribal Treatment Foster Care Family Reunification Project
Award Amount:	\$494,890
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 4 jobs created
- 1 Native American consultant hired
- 5 elders involved
- 79 youth involved
- 111 people trained
- 7 partnerships formed
- 2 products developed

BACKGROUND

Indian Child and Family Services (ICFS) was founded in 1980 as the first agency in California to provide Indian foster parent licensing services. Headquartered in the city of Temecula, ICFS operates in five surrounding counties and offers group counseling, individual therapy and parenting skills training to Native American children and families involved in the foster care system. ICFS functions through a consortium of eleven tribes and delivers services to its members, as well as non-member Indian families applying for assistance.

As an additional function, ICFS recruits and trains American Indian foster parents. This effort stems from tribal concerns over the

small number of American Indian foster parents available to assist native youth placed in the foster care system. ICFS member tribes support placing American Indian children with native families as a means of improving childcare outcomes.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to provide culturally and socially appropriate family-based prevention and intervention services directly to American Indian children and families. The goal was to reduce negative effects from child abuse, neglect and risk factors that lead to adolescent substance abuse, delinquency and school dropout.

The Project's first objective was to recruit, train and certify ten American Indian foster parents. Staff hired a recruiter and family assessor in addition to training ten ICFS staff members on foster family recruitment efforts. ICFS then collaborated with partner tribes and social service departments to identify potential foster parents. Staff recruited and screened fifty families, of which eleven received certification in specialized treatment foster care. Three certified parents quit after failing to meet program requirements, necessitating additional rounds of recruitment and

training. By the end of the project period, nine certified foster parents were working with ICFS.

The second objective was to provide intensive family-based services to American Indian foster parents and children. First, staff adapted the Parent-Child Interaction Therapy (PCIT) method, which utilizes focus group input on parenting values, to be more culturally appropriate for clients. ICFS then hired a parent trainer, trained staff to implement PCIT and placed 49 children into certified foster parent homes. Staff also completed PCIT training with the nine newly certified foster parents and delivered social skills trainings for each placed child. Throughout the Project, staff also delivered case management services to each child, which included home, school and court advocacy visits.

The Project's third objective was to provide intensive family-based services to American Indian biological, extended and permanent placement families. Staff supported, educated and reinforced family reunification follow-through via contact with biological parents. ICFS also facilitated parent-child visitation, court advocacy and child social skills and conducted PCIT sessions with 20 biological family members.

The final objective was planned to create an American Indian Girls group, for 30 ten-thirteen year-old youths, to assist members to practice personal responsibility and healthy lifestyles as a means of reaching balance in their lives. By the Project's end date, staff had led sessions for 30 girls.

The Project's main challenge arose as certified foster families often adopted foster children under their care, which sometimes led to the families' self-removal from the foster care program. While this is an excellent result for the adopted foster care child, it reduces the number of certified

American Indian foster families available to care for native children in the system. To overcome this obstacle, Project staff was forced to continually recruit, train and certify new foster parents.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

In 2004, ICFS was only able to place 20 of the 160 native foster children within Riverside County's Department of Social Services. From 2006-07, ICFS successfully placed 49 children with Native American families.

ICFS staff reported parenting skills trainings reduced foster household stress levels and led to increased positive relationships between foster families and children as parent roles and accountability were reinforced. Bridgett Lewis, a certified foster parent who adopted three children, shared, "The trainings really helped out at home. The girls are happy where they are and are learning about their culture. I take them to powwows and bird dancing, which they hadn't experienced before."

Staff reported training components focused on biological parents led to enhanced communication and interaction skills with their children, positively changing family dynamics. Staff cited an example case in which a participant's belief in her parenting skills increased, leading to an improved bond with her children.

One staff member who worked with three girls during the Project shared how she watched their personalities transform from fearful and shy to trusting and confident. Project staff hopes the consistent, positive influence of parents who completed PCIT trainings will improve foster children's social functioning, academic performance and self-esteem.

LAKE COUNTY CITIZENS COMMITTEE ON INDIAN AFFAIRS, INC.



Project Title:	Lake County Citizens Committee Capacity Building Project
Award Amount:	\$265,178
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/05 – 2/28/07
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- \$2,500 in resources leveraged
- 46 people trained
- 6 partnerships formed
- 2 products developed
- 14 elders involved

BACKGROUND

Lake County, California is a rural area located 134 miles north of San Francisco and 50 miles east of the Pacific Ocean. The community includes roughly 1,772 American Indians, the vast majority of whom are of Pomo descent. The area's native population is distributed amongst four rancherias and one reservation within the county.

The Lake County Citizen's Committee for Indian Affairs, Inc. (CCIA) is a nonprofit entity created to improve educational achievement for Native American youth in the public school system. The agency is the only provider of educational support for American Indian youth in the area, regardless of tribal affiliation.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to increase CCIA's capacity to develop, implement, and evaluate programs that promote the development of American Indian youth in Lake County. To achieve this, CCIA sought to develop foundational management knowledge through trainings for its Board Members, the local Parent Advisory Committee (PAC) and other interested community members. With that knowledge in place, CCIA hoped to enhance its management capabilities and longevity in the community, thereby ensuring its ability to deliver quality programs to the Native youth population.

Objective 1 was designed to conduct 2-4 core trainings in each of the Project's two years on various aspects of nonprofit board management. In the first year, Project staff successfully conducted two trainings in nonprofit management for eight CCIA Board and PAC members, considerably fewer than the 25 participants originally projected. CCIA staff also conducted two follow-up core trainings for nine participants during the Project's second year.

Objective 2 was to conduct 2-4 yearly supplemental trainings on community

capacity-building topics, such as leadership and Native American legal issues, for at least 25 PAC, community members and agency staff. CCIA conducted a five-day Parent Effectiveness Training (PET) that provided instruction to twelve participants, teaching them to become trainers of vital parenting skills. Fewer participants were trained than the 25 originally planned. In addition to these trainings, CCIA conducted a Domestic Violence Symposium in Lake County that was attended by 45 community members, PAC and CCIA staff. CCIA did not measure the interest, usefulness and quality of the trainings, as it had originally planned.

Objective 3 was to create an Administrative Manual (the “Manual”) that contained at least 35 policies related to position descriptions, conflict resolution procedures, salary schedules, and a retirement plan. CCIA staff successfully developed the Manual with 24 policies that were implemented during the life of the Project. The Manual was approved by the CCIA Board on November 13th, 2006. Though it contained fewer policies than originally anticipated, Project staff felt the quality and appropriateness of the policies gave CCIA its desired managerial framework.

CCIA faced a serious challenge when staff was forced to relocate as the result of an electrical fire that damaged the original CCIA office. CCIA quickly found another office site and moved to the new location within seven days, sparing staff from lengthy delays, in the implementation of the project.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

As a result of the Project, staff members hope to leverage CCIA’s increased visibility to expand the scope and number of its activities for local tribal youth.

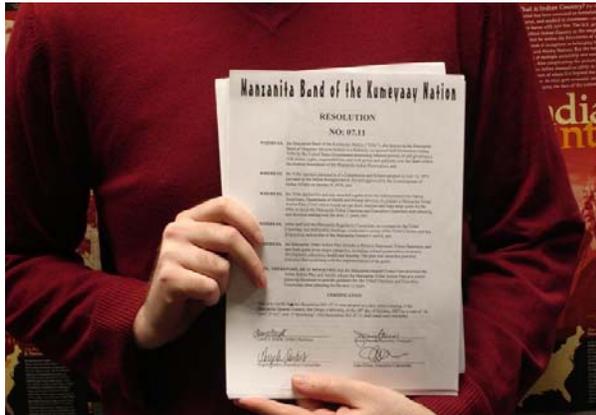
For CCIA staff, the Manual is seen as a vital tool to address two of its main operational challenges: staff non-performance and the local native community’s desire for CCIA to exclusively employ Native Americans. By adhering to the policies set forth in the Manual, staff members hope to demonstrate CCIA’s stability, transparency and professionalism in the community.

Board Members credit the Project’s management trainings with facilitating the development of CCIA’s Five-Year Plan. Staff members also attribute the recent addition of two Board Members with CCIA’s increased appeal to local tribal members as a result of the Project.

The Domestic Violence Symposium received positive reviews, which affirmed the community’s positive perception of CCIA as supporter of the local Indian community. Gayle Zepeda, a local Education Director who attended the Domestic Violence Symposium, reported that “the greatest impact from the domestic violence training activity was that it brought local resources [Tribes and state and county agencies] to the table for the first time to talk about the problem. That opportunity established open communication that didn’t previously exist.”

Staff members also hope that the greater Lakeport community will benefit from the PET trainings through an increase in supportive parenting practices in the homes of the local Native youth.

MANZANITA BAND OF MISSION INDIANS



Project Title:	Manzanita Tribal Action Plan for Self-Sufficiency
Award Amount:	\$66,879
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 10 elders involved
- 5 youth involved
- \$6,695 in resources leveraged
- 9 people trained
- 3 partnerships formed
- 3 products developed

BACKGROUND

The Kumeyaay people's traditional territory extended north and south of the Mexican border from the Pacific coast to the Colorado River. The Manzanita Band of Mission Indians is a contemporary group of the Kumeyaay, located on 4,500 acres of land in southeastern San Diego County, just nine miles north of the U.S.-Mexico border.

The Band's population and land base have grown considerably during the last several years. Recently, the U.S. Bureau of Land Management returned 1,000 acres of land to the Tribe and the population grew from 67 to 103 enrolled members between 1996 and the present day. During this period of growth, the Band adhered to a previously

created development plan that did not anticipate the new tribal members or extended territory.

PROJECT PURPOSE AND OBJECTIVES

The Project goal was to create a participatory Tribal Action Plan (TAP), incorporating the Tribe's strengths and opportunities resulting from the recent growth.

The Project's first objective was to deliver onsite data collection and survey protocols for nine staff, independent reviewers, and members of the Manzanita Regulatory Committee (MRC). Project staff contracted a consulting firm to deliver an eight-hour training on tribal goals, mission and community survey methodologies. Staff also established internal Project monitoring and evaluation systems to ensure successful oversight.

The second objective was to conduct a community needs and resource assessment with a 25% response rate from the enrolled population. To ensure tribal member input, staff led several community meetings to discuss the purpose of the Project. Staff then developed and conducted the survey based on the trainings, receiving responses from 38 of the Tribe's 87 adult enrolled

members, equal to 44% of eligible respondents. The survey asked respondents to identify specific needs in cultural preservation, economic development, education, the environment, health and housing. Staff conducted a similar survey with the Tribe's youth between 10-17 years of age and received responses from five of the ten eligible youth. The consulting firm reviewed and analyzed survey results and presented findings to the MRC for review.

The third objective was designed to finalize and adopt the TAP with detailed goals for each of the identified needs areas. The key to the TAP was aligning identified community needs with identified community strengths and resources. Project staff completed the TAP and passed it unanimously at a General Council meeting on October, 28th, 2007.

The TAP outlines overall goals, sub-objectives for each goal, the resources to be utilized while accomplishing each objective, parties responsible to complete each activity, projected completion dates and evaluation methods. For example, under cultural preservation, the plan outlines the Tribe's two main objectives: holding weekly Kumeyaay language classes and establishing a Manzanita historic preservation program. Under each objective, the plan lists significant benchmark activities that must be accomplished to progress towards the goals, and the order in which to complete them. To hold language classes, the Tribe must first develop language, history and culture curricula, prepare an implementation plan and recruit and hire teachers. The timeframe to complete each objective depends on the Tribe's current starting point and is tailored to take advantage of existing partnerships, available tribal funds and potential state and federal resources.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Project staff reported that the Project increased tribal member awareness of the importance of identifying needs and resources while planning for development goals. All staff reported positive interactions with community members regarding the survey process and the TAP. Community members expressed hope that the TAP will translate into stable economic growth and cultural preservation.

General Council members expressed confidence in the action plan, since its goals and objectives are based on a community-driven process. The TAP will guide tribal policymaking and enhance governance capacity, enabling the Tribe to exercise increased control over tribal resources and development. The Band will commence activities from the TAP framework immediately, pursuing funding sources and partnerships outlined within.

NATIONAL INDIAN JUSTICE CENTER



Project Title:	Native Voices of California Project
Award Amount:	\$676,546
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- 2 Native American consultants hired
- 37 elders involved
- 106 youth involved
- \$439,159 in resources leveraged
- 121 people trained
- 7 partnerships formed
- 2 products developed

BACKGROUND

The National Indian Justice Center (NIJC) was created in 1983 as an Indian-owned and operated nonprofit corporation in Santa Rosa, California. NIJC serves as an independent national resource for the justice systems of Indian Country by offering legal education and conducting research and technical assistance programs to improve and strengthen tribal justice systems.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to sustain intergenerational learning and oral literacy traditions by engaging California's native youth, families and elders in meaningful

conversations on California Indian history, culture, and contemporary issues and, from these conversations, create instructional multimedia resources for educational purposes.

The Project's first objective was to develop and implement ten story-gathering workshops utilizing digital photography and digital audio recording technology. Project staff developed and taught a curriculum to 23 tribal communities that included content on thematic development, storyboarding, oral interview techniques, historical research techniques, operation of digital audio-visual equipment and basic content editing using media software. Project staff had planned to reach 500 or more youth through the workshops, but fell well short of this goal, with a total of 106 youth attending the workshops. The shortfall was primarily due to the loss of a major partner which had committed to implement the workshops during the Project's planning stage, but withdrew support during implementation due to increased budget demands.

The Project's second objective was to produce and disseminate 30 videos on various California Indian issues, each of

which was planned to be 10 to 20 minutes in length. Building upon the skills gained through the workshops, the trained youth interviewed tribal elders on selected topics and video-recorded the dialogue. From these conversations, the youth, with a guiding hand from Project staff, produced video presentations. At the conclusion of the Project's timeframe, 46 of these videos were completed and uploaded onto the NIJC website. However, approximately half of the video links are unplayable, as NIJC's IT department does not have the server capacity to support the files. Furthermore, the videos that are available average three minutes in length, many of which suffer from poor sound and picture quality. The loss of the primary project partner negatively influenced the activities under this objective.

The Project's third objective was to develop and disseminate a toolkit to assist teachers, cultural leaders and educational institutions to use the video presentations and access additional information on the themes they cover. Project staff completed the toolkit, which includes a user's guide, fieldwork curriculum, bibliography, evaluation tools, release forms and sample templates. The toolkit was distributed to NIJC's network of 162 California Indian tribes and is available for download at the NIJC website. Upon conclusion of the Project's timeframe, the toolkit had not been distributed to any educational institutions, but Project staff shared that this will occur at a later date.

The final objective was to produce a Project Overview Presentation and present it at Native American education conferences in order to foster replication of the Project. The overview was completed as a Powerpoint presentation and was showcased at NIJC's annual conference. The presentation has been uploaded to NIJC's website, but has not been shared with any additional partner websites as was planned.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project provided an opportunity for California Indian youth to participate in a positive and constructive activity that directly addressed issues affecting their lives. Participants displayed an increase in historical knowledge and, by proxy, their own identity. The Project's focus on intergenerational activities also served to strengthen bonds between youth and elders.

The Project also provided an opportunity for California Indian elders to share their knowledge and stories, thereby reinforcing their position as holders of wisdom within their respective community. The participation of elders in the Project's activities ensures that the video resources capture a tribal perspective of historical events and preserve community history not documented elsewhere.

NOR EL MUK BAND OF WINTU INDIANS OF NORTHERN CALIFORNIA



Project Title:	Nor El Muk Strategic Planning Project
Award Amount:	\$113,441
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 12 elders involved
- \$10,000 in resources leveraged
- 2 people trained
- 1 partnership formed
- 2 products developed

BACKGROUND

The Nor El Muk Nation is a band of the Wintu Indians located in northern California. The Tribe operates as a 501(c)3 organization while it seeks to restore federal recognition.

Prior to the Project, the Tribe documented tribal member lineage. The resulting documentation reported an active enrollment of 361 members, half the Tribe's total projected membership. Hundreds of projected tribal members were designated as inactive due to the lack of updated contact information and subsequent low reporting.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to update the Tribe's active and inactive enrollment and conduct a combined demographic-community needs survey, from which tribal

staff planned to create a strategic community development plan.

The first objective was to update the active and inactive tribal enrollment through research with active members, lineage searches and contact with the Bureau of Indian Affairs (BIA) and Indian Health Services (IHS). Staff sent 300 letters to potential and inactive members and received 180 responses. In all, Project staff enrolled 26 new members and activated the membership of 180 formerly inactive members. Staff was not able to use tribal member information from the BIA or IHS due to confidentiality concerns. Two staff members also received training in Tribal Database Resources (TDR) software, which the Tribe plans to use for member data storage and reporting.

Objective 2 was to develop and conduct a survey to identify and document unmet community needs. The Tribe intended to use the resulting data as the foundation for the community's strategic plan. Staff developed the survey and sent copies to 300 tribal families. Forty-two families responded to the survey. Many of the surveys received were incomplete, which Project staff attributed to the survey's length, and complicated structure. Staff did

not analyze data from the collected surveys or conduct a follow-up questionnaire, as it had planned. Therefore, survey data was not available to inform the development of the strategic plan. In hindsight, staff realized that a simpler, shorter survey design may have improved the quality and number of survey responses.

The third objective was to develop a 5-Year Strategic Plan based on identified community needs and desires. Project staff held a community meeting and Tribal Council retreat to prepare a vision statement, outline critical elements of the Plan, and prepare a minimum of five target needs with objectives for each. To conduct a final Council retreat, staff received a Project extension from ANA.

During the second retreat, the Council designed the Plan’s goals, objectives, timelines, key staff and needed resources. The Phoenix Group, a Project partner, compiled the plan with oversight from Project staff. The Plan focuses on five key areas: federal recognition, funding resources, economic development, health and education. Under each designated area, the Plan outlines foundational tasks to achieve the goal and outlines specific activities to undertake. Staff passed the Plan at a Tribal Council meeting in November, 2007.

The Project’s main challenge was the dismissal of the original Project Director. In the wake of the dismissal, existing staff needed to be trained to manage the Project, which slowed progress.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Two Project staff members received technical training in database software management, a useful skill for their professional development. For the tribal general membership, Project staff hopes the

Plan will lead to future improvements in health, welfare and economic development.

Tribal Council members reported that the Plan’s development process created community consensus for the Tribe’s long-term development. Project staff hopes this positive momentum will continue and encourage increased communication between the Council and tribal members.

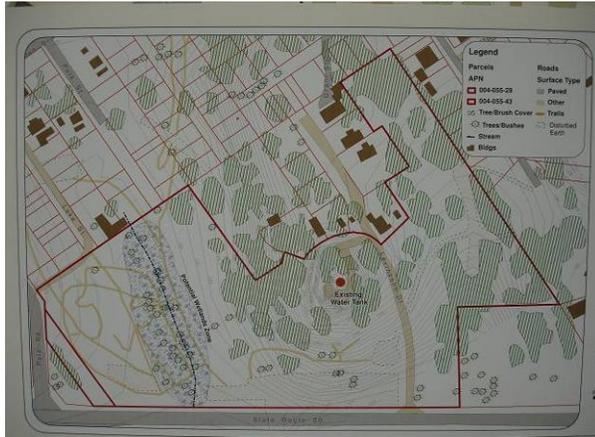
For the Tribe, the Project increased access to tribal members. As word of the Tribe’s efforts to develop a community-based strategic plan spread, tribal members frequented the Tribal Headquarters to update their records and seek assistance, thereby creating opportunities for members to meet.

By the Project’s end, staff was researching funding opportunities from the Department of Housing and Urban Development and California’s Department of Transportation for construction projects.

“For the Tribal Council, this process created more agreement regarding the vision for the future.”

John Hayward, former Chairman

REDWOOD VALLEY LITTLE RIVER BAND OF POMO INDIANS



Project Title:	Government Capacity Building and Self-Sufficiency Project
Award Amount:	\$146,879
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/29/2006 – 12/31/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 7 elders involved
- 25 youth involved
- \$385,464 in resources leveraged
- 17 people trained
- 6 partnerships formed
- 2 products developed

BACKGROUND

The Redwood Valley Reservation is located in Mendocino County, California. The reservation spans just over ten acres and serves as headquarters for the 157 enrolled members of the Little River Band of Pomo Indians. The Tribe has expanded its land base in recent years with the purchase of 170 acres in 1985 and seventeen acres in 2005. Both land acquisitions are non-contiguous with the original ten-acre Redwood Valley Reservation. The Tribe has sought to expand its land holdings as there are currently 29 families on the housing waiting list, but no available land on which to construct additional homes.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to develop a Master Land Use Plan for the residential and commercial development of the Tribe's recently purchased seventeen acre land plot.

The Project's first objective was to complete a Master Resource Inventory and Management Plan of the purchased plot. Five tribal members received training in natural resource management and assisted the Resource Management Planner in the inventory of the acquired lands. The completed Plan inventoried all of the soil, water, vegetation and cultural elements of the seventeen-acre plot and was approved by the Tribal Council.

The Project's second objective was to complete a Land Use Master Plan and an affordable housing development feasibility study to determine the appropriate mix of multi- and single-family units with consideration for future commercial development. During the Plan's development, members of the tribal community toured the site to assess the landscape and offer ideas on the scope and extent of future development. Community feedback was continuously incorporated into

the development of the site plans. Five draft land use plans were created and the tribal community was provided the opportunity to select the preferred plan. The chosen Land Use Master Plan was approved by the Tribal Council and incorporated commercial, residential, and mixed-use structures. The findings of the Resource Inventory and Management Plan were utilized in the development of the Land Use Plan as 90% of the identified heritage oak trees will be preserved once construction commences. The site will be developed in three phases, in which sixteen residential structures will be built first. The developments are estimated to cost \$20 million and take 15 to 20 years to complete.

As part of the second objective, Project staff received certification to train community members in the 'Pathways to Home' curriculum. Nine families completed the workshop, which prepared the participants for home ownership through training in such areas as financial literacy and applying for mortgages.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project advanced the Tribe's ability to plan for the future residential and commercial development of the recently acquired seventeen-acre plot. The planning sessions encouraged community involvement, thereby empowering tribal members to set the vision and path for the site's development. Community input inspired the Land Use Plan's commitment to the 'green' development of the site. Residencies will be situated in order to make full use of solar energy. Heritage oak trees and other native plants will be preserved during construction. Project activities also created critical financial partnerships that will be utilized by the tribal community to attain the funds necessary to construct future homes on the site. Finally, plans for

commercial development were incorporated into the Land Use Plan and will provide future revenue streams for the Tribe and diversify its economic base, which currently only includes federal financial support and per capita distribution of California gaming profits.

For those community members involved in the 'Pathways to Home' training, post-tests indicate a strengthened ability to financially manage future home ownership. Indeed, four families that completed the workshop have qualified for a 30-year mortgage, and two of these families have already purchased their own homes off the Reservation. Project staff members shared that they will continue to offer the workshop to community members in preparation for the completion of residential construction.

The Tribe has already taken proactive steps to ensure that the site development plans become reality. A \$300,000 U.S. Department of Housing and Urban Development grant has been procured to develop engineering plans for the new homes. Additionally, an \$80,000 grant from the U.S. Department of Agriculture has been awarded to the Tribe to complete feasibility studies for the commercial development of the site. These two developments indicate that the work completed by this Project will continue, and will persist in advancing the Tribe towards the goal of easing the current housing shortage facing tribal members.

SHINGLE SPRINGS RANCHERIA



Project Title:	Environmental Capacity Development Project
Award Amount:	\$152,561
Type of Grant:	Environmental
Project Period:	9/30/2005 – 2/28/2007
Grantee Type:	Tribal Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 1 elder involved
- 10 youth involved
- \$4,980 in resources leveraged
- 5 people trained
- 2 partnerships formed

BACKGROUND

The Shingle Springs Rancheria encompasses 80 acres of land in the Sierra Nevada foothills of Northern California in El Dorado County, 35 miles east of Sacramento. The Tribe's enrolled population is 330 members, one-third of which currently live on the Rancheria.

Until 1996 fewer than 30 residents lived on the Rancheria. From that year forward tribal members began returning as employment opportunities increased with the opening of a casino on the Tribe's property, eventually swelling the population to 136 residents. The casino was quickly shut down, however, and its closure resulted in unemployment for many of the new residents.

The Tribe redoubled its efforts to open a new casino and expects to open the "Foothill

Oaks Casino" in the fall of 2008. Thus, the Project coincided with a period of preparation for the potential business, wealth, population influx and environmental impacts that would coincide with a new casino.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to improve the Tribe's internal environmental management capacity as well as educate tribal youth on environmental issues. The Tribe's environmental staff lacked the internal resources and expertise to enforce existing ordinances and monitor environmental indicators in the community. Therefore, the Tribe consulted expensive outside environmental firms. Additionally, the Tribe recognized that its local youth needed more education in environmental issues to ensure that future generations would be prepared to monitor and manage the Tribe's natural resources.

Objective 1 was designed to develop capacity within the Tribe's environmental programs through formalized professional and technical capacity-building trainings. Staff received training in emergency management, soil sampling, emergency response and hazardous materials

management. Additionally, staff members attended a national forum on tribal environmental science. Some of the planned trainings were not completed, due to scheduling challenges resulting from the environmental staff's heavy workload.

Objective 2 was to develop environmental knowledge and skills with ten tribal youth aged 14-18 through ten EPA Solid Waste Trainings and six community activities. The youth received training in recycling, composting, energy use and environmental analysis. They also participated in two community-based environmental activities. Participants received modest weekly stipends during the courses and the opportunity to compete with a small number of their peers for a college scholarship in environmental studies.

The Project's main challenge during implementation arose from community member concern regarding inconsistencies in evaluation criteria for the scholarship selection. The community's negative reaction to the decision reversed many of the positive strides made with the youth to that point. Scheduling issues with participating youth also caused delays and forced Project staff to abandon some of the planned community activities.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

For Shingle Springs' environmental staff members, the trainings increased their knowledge of soil sampling, emergency response and hazardous management. The soil sampling classes are expected to prove especially useful for the Tribe, enabling it to monitor and analyze environmental indicators independent of outside consulting firms. Additionally, the emergency management and response classes increased the Tribe's capacity to mitigate and respond to natural disasters common to the area, such as wildfires and earthquakes. At the end of

the Project, the environmental staff applied for an air quality grant to ensure the sustainability of the Project's benefits.

For participating youth, the environmental classes were beneficial educationally and may provide the motivation for future careers in an environmentally-related field. The youth also created an environmental corps to bring attention to environmental issues important to the Tribe. Staff members hope that the educational seeds planted by this Project will benefit the Tribe in the future.

An ancillary benefit of the Project occurred as the tribal youth were encouraged to participate in Tribal Council meetings and voice opinions on environmental issues affecting the community. Shingle Springs' environmental staff members reported their hope that this will positively affect the youth by increasing their feeling of ownership in the Tribe's environmental management.

"I am certain that these environmental trainings helped the Tribe progress towards its overall goal of self-sufficiency."

Robert Columbro, Shingle Springs
Environmental Project Officer

SOBOBA BAND OF LUISEÑO INDIANS



Project Title:	Soboba Government Planning Assistance
Award Amount:	\$143,470
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job developed
- 1 governance code/ordinance developed

BACKGROUND

The Soboba Reservation spans nearly 7,000 acres of rolling hills, deep ravines, and alluvial plains in southern California. It is home to the Luiseno Band of Mission Indians which, some studies demonstrate, has an ancestral presence on the land dating back 4,700 years. The Luiseno traditionally practiced sophisticated agricultural techniques, including plant husbandry, water and erosion management and controlled burning. The Tribe currently has 965 enrolled members, the majority of whom live on the Reservation.

During the past ten years the Tribe has experienced growth, creating a public school to serve K-12 grades, constructing a pre-school, building a gymnasium and activity center for tribal youth and acquiring nearly 1,000 acres of trust land. To keep pace with recent and planned developments the tribal government recognized the need to enhance its planning capacity. The Tribe recently reported struggling to gain

community support while attempting to create a committee to guide economic development, leaving it without a formal economic planning process. The lack of such a committee hindered the passage of development plans in the past. Prior to the Project, the Tribe was in the final stages of a water rights settlement that would provide significant economic opportunities and desired stability in its planning processes.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to develop and formulate necessary revisions to the Tribe's constitution, codes and ordinances to coincide with the strengthening of its governmental structures.

The Project's first objective was to develop and revise the tribal constitution and by-laws to assist in governance activities. Work done towards the completion of this objective could not be verified by the end of the Project timeframe.

The second objective was to develop tribal codes and ordinances to guide the Tribe's economic development policies. Project staff worked with external consultants to complete revisions to the Tribe's policy and procedures manual, a draft of which was

completed on November 5th, 2007. The manual is intended to be a guideline that gives direction and provides parameters for consistent decision-making by tribal personnel in accordance with the goals of the Tribe.

Determining a more detailed picture of this Project's accomplishments and impact data was hindered due to two major challenges. First, the Tribe experienced significant administrative turnover near the end of the Project's timeframe, including financial personnel with key knowledge of the Project's budget expenditures. Second, the Project Director position was vacated soon after the Project ended. With the Director's departure, the Tribe's knowledge of the Project's completed activities and accomplishments was lost.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Due to the challenges mentioned above, the Project's outcomes and impact on the community are unknown.

STEWARTS POINT RANCHERIA



Project Title:	Governance Project
Award Amount:	\$297,402
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 4 people employed
- 1 Native American consultant hired
- 135 elders involved
- 197 youth involved
- \$4,084 in resources leveraged
- 5 people trained
- 5 partnerships formed
- 9 products developed
- 7 governance codes/ordinances developed

BACKGROUND

The Kashia Band of Pomo Indians of Stewarts Point Rancheria is located on 42 acres of land in northern California. The Tribe counts a total of 577 enrolled members. These members compose the Tribe's Community Council, which authorizes the four-member Tribal Council to govern on their behalf.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to strengthen the regulatory, governance and administrative capacity of the Tribe. The goal was to strengthen tribal sovereignty and enhance tribal governance capacity, stability and effectiveness.

The Project's first objective was to revise, update and amend the Tribe's constitution and bylaws, election ordinance, enrollment ordinance, code of conduct and land assignment ordinance. The objective also was designed to develop a comprehensive set of ordinances that addressed business policy, peace and good order and tribal wage rates. To complete the objective, Project staff and a legal consultant researched, reviewed and discussed model constitutions and ordinances. The Project team then completed drafts of the constitution, bylaws and the seven ordinances. To ensure community input, staff organized and publicized community meetings throughout the Project timeframe to discuss the drafted documents. Staff members recorded community comments and incorporated feedback into the final drafts. At the conclusion of the Project timeframe, staff

had finalized drafts of the constitution, bylaws and seven planned ordinances, but the documents had not yet been adopted by the Tribal Council or Community Council.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Project staff sought out input from Kashia Band community members through a series of 42 community meetings, thereby committing the Tribe to a process in which the beneficiaries of the Project influence and share control over the governance initiatives which affect them. Tribal members expressed satisfaction with their level of involvement in Project activities.

Community members also shared that they felt empowered from their assistance with shaping the future of the Tribe and Reservation. This is a key development, as the Community Council did not approve an earlier attempt at revising and developing ordinances and bylaws since the community was not involved in the development process.

Overall, Project staff revised the Tribe's Constitution and bylaws and developed seven governance ordinances. Final adoption of these nine documents was not achieved within the Project timeframe, but staff has formed plans to convene the Tribal Council and Community Council to formally adopt the Constitution, bylaws and ordinances in the future. The documents will assist the Tribe in reaching consistent decisions, strengthening the Tribe's sovereignty, governance capacity, stability and overall effectiveness.

TOYON-WINTU CENTER



Project Title:	Toyon-Wintu Organic Production and Marketing Project
Award Amount:	\$155,067
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribal Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- 1 business created
- 2 Native American consultants hired
- 8 elders involved
- 19 youth involved
- \$4,000 in revenue generated
- \$6,371 in resources leveraged
- 11 people trained
- 7 partnerships formed

BACKGROUND

Incorporated in 1972, the Toyon-Wintu Center, Inc. is a nonprofit corporation of the Wintu Tribe of northern California, a non-federally recognized tribe of over 430 members. The Tribe's aboriginal territory includes the majority of present-day Shasta and Trinity Counties, much of which is currently at the bottom of Lake Shasta, a result of damn construction in the 1940s.

Prior to the Project, the Center reported insufficient supplies of native and organic food for area residents, tribal members and native-focused cuisine. The Center also

reported a dearth of marketing opportunities for native craftsmen and economic challenges facing the Toyon-Wintu Tribe's members.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to establish an economic base for the Tribe by opening a tribally-owned organic farm and selling produce and native goods in the Redding area.

The Project's first objective was to establish the Wintu Organic Market with assistance from private and local government partners. The Tribe hired a Project Director, developed policies for market operations and ensured it met legal requirements to open the market. Staff experienced significant delays selecting the greenhouse and farm site, but eventually selected and cleared a section of tribally-owned land. Due to large amounts of debris on the selected site, cleanup lasted six weeks. Staff did not conduct a market analysis of potential consumers, or develop formal marketing advertising plans. Instead, staff members focused the marketing campaign on a one-time Salmon Harvest Gathering at

the Market, which attracted hundreds of community members.

The second objective was to establish a greenhouse and planter system at the market site for vegetables and herbs. The greenhouse was successfully constructed and land tilled to establish the organic garden. The total area of cultivated land was roughly two acres. Staff also constructed a retail outlet at tribal headquarters, located on the farm site, in order to market and sell tribally-made arts and crafts.

The Project's final objective was to achieve total produce sales of \$60,000, which the Tribe estimated was 60% of funding needed for the market to continue operations after the Project's end. Other planned activities included conducting an analysis of inventory turnover, a market assessment according to the business plan, and an evaluation of management business decisions. Due to start-up delays, the market's location in a lightly-trafficked area and the small size of the tillable land on the selected site, the market sold only \$4,000 worth of organic produce during the Project timeframe. Market produce included tomatoes, zucchini, watermelons, squash and cucumbers. Staff evaluated the Market's management business decisions in an informal manner throughout the Project but did not analyze inventory or assess the local market.

The main challenge was the staff's inability to secure sufficient land suitable for agriculture. During implementation, staff located a large plot of land more appropriate for the Project's needs. Project staff hope to relocate to the new site in the future and continue operations. Another significant challenge was the Tribe's overestimation of production, and thus sales, from the land cultivated during the Project. Market staff members reported learning valuable

business and agriculture lessons as a result of these challenges.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project did not achieve all of its intended objectives. However, the Wintu Organic Market produced many positive benefits in the community. The market created jobs for seven tribal members, reducing tribal unemployment by an estimated 1%. Nearly all employees reported ancillary benefits as well, such as an increased knowledge of organic agriculture, healthier eating habits and community marketing skills. Lori Light, the Project's original Director, reported with astonishment, "My son eats zucchini and squash as a result of this project!"

The market also created a central gathering place for tribal members to meet on a regular basis. Nick Malone, a tribal volunteer at the market, remarked, "The Project created a positive vibe on the flat. It's become more of a focal point now."

From a health standpoint, the market assisted several diabetic tribal members in their efforts to eat healthier. Project staff hopes these members will continue their healthy eating practices.

Despite setbacks in early sales, staff members estimate that the market has potential to be profitable, given another year to establish itself in the community. The Project enhanced the Toyon-Wintu Center's business capacity and knowledge of organic agricultural products. Staff members hope this new knowledge and increased sense of community will help the Wintu Organic Market grow and prosper.

"People are more involved in the Tribe now. This is the most productive this place has been in a long time."

Bill Hunt, Project Volunteer

YUOK TRIBE



Project Title:	Yurok Tribe Social and Cultural Enhancement Project
Award Amount:	\$402,314
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 28 Native American consultants hired
- 27 elders involved
- 900 youth involved
- \$126,500 in resources leveraged
- 31 people trained
- 4 partnerships formed
- 6 products developed

BACKGROUND

The Yurok Tribe's reservation extends from the mouth of the Klamath River at the Pacific Ocean upriver to the communities of Pecwan and Weitchpec, Washington. The reservation spans 56,585 acres and encompasses one mile on each side of the Klamath River. There are currently 4,692 enrolled members in the Tribe, making it the largest group of Native Americans in the State of California.

PROJECT PURPOSE AND OBJECTIVES

The Yurok Tribe provides a variety of programs and services to meet the needs of its growing and scattered population. Yurok leadership has integrated culture into tribal

programs and services to address the social, economic and wellness needs of its constituents. Previous youth development efforts did not focus on traditional activities. Implementation of this Project brought together the Tribe's Social Services Department and the Yurok Cultural Department to initiate a culturally-based youth mentoring program. The Project goal was to reach a large number of tribal members in need of cultural reconnection.

The Project's primary objective was to instill culturally-based values and traditions in Yurok youth through the Tribe's social services programs. To complete the objective, staff planned to pair at least 50 Yurok Tribal youth (identified by Yurok Social Service) with a Yurok culture bearer (identified by the Yurok Culture Department) to receive 192 hours of instruction designed to inculcate traditional values, improve individual and social behavior, and teach Yurok cultural arts and ways of life. Mentors underwent a two-day training provided by United Indian Health Service. By the end of the Project, Yurok Social Services had referred 150 youth to the Yurok Culture Department, of which 100 participated in the Project. During the

school year, these youth met with ten culture and elder mentors to learn tribal mores, arts and crafts. Additionally, approximately 900 youth attended a summer camp conducted by Project mentors. Camp activities included lessons on traditional gathering, basketry, canoe paddling, carving, traditional home construction, stick games, fishing and eeling. Twelve university and eight high school students served as peer counselors for youth during the summer cultural camps.

The second objective was to develop comprehensive guidelines for cultural resource management and create an operational plan for the envisioned Yurok Cultural Center. To support this objective, the Yurok Social Services Task Force participated in a series of community forums designed to facilitate consensus-building on the basis of “culturally appropriate social services.” Staff consulted with tribal communities and prepared a culture and history pamphlet of the Yurok Tribe. The Task Force also consulted with diverse community constituencies as well as public and private organizations to develop a plan of operations for the envisioned Yurok Cultural Center. By the end of the Project, staff had developed policies and procedures for exhibits, staffing, and collection management and conservation as well as a plan for the integration of appropriate Yurok tribal programs into the activities of the Center.

The reservation’s geography, and its widely dispersed population, created challenges during Project implementation as travel distances limited opportunities for tribal members to meet. Furthermore, travel from the Tribe’s headquarters in Klamath to remote communities on the reservation required many hours of driving over mountain roads. The Tribe’s remoteness also contributed to delays in hiring qualified staff, as it was difficult to attract candidates

to the reservation. To hire staff and complete the objectives, ANA granted a one-year extension through September 2007.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Participation in this Project helped Yurok youth learn more about their culture, traditions, language and crafts. Participants completed pre- and post-tests to gauge attitude changes resulting from the Project and analysis of this data is on-going. Geneva Wiki, Director of Klamath River Early College, explained that for some students their only victory of the day or week occurred in the Project’s mentoring program. She spoke of lessons learned through cultural sharing in the classroom and shared, “Our culture helps to promote a healthy lifestyle.”

Tribal elders reported increased feelings of respect within the community through participation in the Project, thereby reinforcing their traditional roles as wisdom keepers within the community. Additionally, many elders shared they have added traditional foods to their diet.

HUI MALAMA O MO'OMOMI



Project Title:	Hanai a' Ai (Care For and Eat From)
Award Amount:	\$150,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 144 elders involved
- 317 youth involved
- \$13,000 in resources leveraged
- 117 people trained
- 10 partnerships formed
- 3 products developed

BACKGROUND

Hui Malama o Mo'omomi (Hui) is a Native Hawaiian nonprofit organization founded in 1993 and incorporated in 2005. Hui is located on the island of Moloka'i and its purpose is to perpetuate subsistence activities through the revitalization of Native Hawaiian values and fishing practices.

The community was concerned with the management of the island's coastal marine resources and the impact of State regulation and commercial fishing. Using scientific methods of natural resource conservation, Hui addressed concerns expressed by northwest coastal native fishermen to support self-determination at the community level. The organization strove to convey traditional codes of conduct in a positive and

scientific manner. However, in order to adhere to state regulations and achieve a profitable commercial existence, it became difficult for some communities to maintain a traditional subsistence lifestyle, which the Moloka'i community prides itself on maintaining. Hui developed a subtly unique approach that reflected the traditional *pono* or proper fishing practices.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to extend the community-based marine conservation concepts demonstrated effective along the Mo'omomi coast of Moloka'i to other Native Hawaiian communities that are dependent on subsistence fishing. Available subsistence resources are in steady decline and protecting them is an urgent need. The Project also sought to compliment the efforts of the government to manage resources traditionally supported by the Moloka'i people through public education.

Objective 1 was to produce a Hawaiian moon calendar to promote the conservation of inshore fisheries. Project staff used high-level aerial photo images from five sections of the Moloka'i coast and inshore areas to produce the preliminary calendar. The staff created a slideshow for presentation

purposes in order to gain feedback from the community. Project staff completed the calendar during the final quarter of the Project and printed 1,000 copies for distribution, focusing mainly on Moloka'i schools.

Objective 2 was to conduct a workshop to obtain feedback on the moon calendar and train people in its use as a tool for local marine conservation. Members from five Moloka'i communities participated in a three-day workshop. Project staff modified the calendar according to feedback.

The Project's third objective was to assess the feasibility of a fish farm along the Mo'omomi coast and conduct community workshops to address the possible venture. Project staff conducted research on the types of licenses, permits and infrastructure the Department of Hawaiian Home Lands (DHHL) and the government require to establish a fish farm. Hui then conducted a community workshop focusing on the requirements to move the fish farm forward. The workshop led to the approval of a new license agreement between DHHL and Hui, and the development of initial plans for the farm. The workshops boasted a high participation rate, demonstrating the community's interest in the subject matter. Project staff compiled the community recommendations and submitted them to the Board for further consideration. The implementation of such a project was left to consider as a next step for the organization.

A serious challenge arose regarding which information to include in the moon calendar. By showing the public the best times to fish, the calendar also revealed the times that many species reproduce, creating a conservation conflict. As a result, Project staff omitted certain information from the calendar to favor conservation.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project advanced the protection of fishery resources on Moloka'i by utilizing both scientific and traditional facts to educate the public. The community was able to increase knowledge of the current marine resources available; this was of extreme importance due to the tenuous situation of many subsistence communities. The educational focus of the Project helped to foster pono (proper) fishing practices.

The development of the moon calendar reflects effective conservation practices that incorporate traditional Hawaiian values. This Project brought back cultural identity and preserved it for the future through education.

KA'ALA FARM, INC.



Project Title:	Ho'okipuka Project
Award Amount:	\$571,988
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 1 Native American consultant hired
- 7 elders involved
- 620 youth involved
- \$750 in revenue generated
- \$37,000 in resources leveraged
- 7 people trained
- 8 partnerships formed
- 1 product developed

BACKGROUND

The Wai'anae community is located on the western side of the island of Oahu, Hawaii. Its population grew from 3,000 in 1950 to 45,000 today, of which 40% are Native Hawaiian and 45% are under the age of 25. The urbanization of Waianae transformed the traditionally agriculture-based community, and poverty rates exceed 20%. Ka'ala Farm, Inc. was founded in Wai'anae in 1983 to promote public interest in diversified agriculture. One of Ka'ala Farm's main endeavors was the creation of a demonstration farm to serve as a focal point for disseminating traditional farming techniques and modern technology to subsistence farmers. The Farm also serves

to strengthen the relationship between residents and the "aina," or land, and support culturally relevant agricultural training programs for youth.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to develop a culturally appropriate 4th grade science curriculum to pass on knowledge, practices and Hawaiian cultural values to the area's students and teachers. The Project's purpose was to evaluate the collaboration between the school and the agency to learn and record best practices that could be widely disseminated by the Project's end.

Objective 1 was to develop a culturally appropriate curriculum, called the "Kipuka Science Curriculum," that staff would pilot-test in local elementary schools and community learning centers for eight hundred 4th graders. Project staff successfully developed four culturally-based science units and pilot-tested them with roughly 620 local schoolchildren. The units contain modern science lessons based on Hawaiian cultural traditions such as Cycles in Hawaiian Life; Farming and Fishing; the Formation of the Hawaiian Islands; and Food, Clothing and Shelter. In addition to teaching these lessons in classroom settings, Project staff presented to 250 schoolchildren

visiting the Ka'ala Farm site. Incorporating the science lessons with hands-on activities such as traditional farming techniques and cloth weaving, Project staff highlighted the curriculum's utility for hands-on teaching methods.

Objective 2 was to create a project learning mechanism by documenting and evaluating the curriculum development process. The focus of this objective was to capture best practices that could be used and adapted by other learning centers and schools to fit into their unique cultural contexts. Staff conducted pre- and post-evaluations for the first two units of the curriculum, but all other evaluation activities were not completed. The Project's main deliverable under this objective was the creation of a summative evaluation report. By the Project's end this document remained incomplete and it was unclear if progress would be made towards its completion after the Project's end date.

The Project's major challenge was hiring qualified staff, as it took nine months for the Project to hire a Project Director and Curriculum Developer. Another obstacle arose from the original Project design, which did not coordinate the standard school calendar year into its anticipated implementation schedule. As a result, staff needed to adjust the Project's schedule to the academic calendar of the public school system. Project staff also encountered resistance from some non-Hawaiian teachers because they felt unprepared to teach the curriculum. In response, staff provided additional training to non-Hawaiian teachers to increase their background knowledge of the Hawaiian culture.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Overall, the Project provided students, teachers and community members with foundational knowledge about their

community's culture and environmental history in a way that links Hawaii's cultural past to modern science, creating a positive learning experience.

For participating 4th and 5th grade students, the Project increased engagement in science education. For Native Hawaiian youth, Project staff members expressed their hope that lessons learned in the classroom will translate into a reconnection to the land, increased ancestral knowledge and pride in their Hawaiian culture an appreciation for its contribution to modern science.

For participating teachers, the Project increased their knowledge of Hawaiian culture and history while creating an opportunity to learn alongside the students. As a result, many teachers reported their increased confidence to teach the curriculum and new inspiration for the teaching process.

"The teachers have taken ownership of the curriculum because of their involvement in its development."

Kilikina Mahi
Executive Administrator, Ka'ala

KAMAUOHA FOUNDATION



Project Title:	Kamauoha Farms
Award Amount:	\$1,479,592
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/1/2004 – 8/31/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 11 jobs created
- 25 elders involved
- 100 youth involved
- \$826,264 in revenue generated
- \$119,775 in resources leveraged
- 314 people trained
- 6 partnerships formed
- 7 products developed

BACKGROUND

Located on the island of Oahu, Hawaii, the Kamauoha Foundation is a 501(c) 3 organization dedicated to community-based agricultural economic development; environmental community education; and the promotion of programs and services for Native Hawaiians. This Project focused on 11,000 Native Hawaiians, part-Hawaiians and Pacific Islanders living in the Koolau Loa District and the North Shore Region of Oahu. Approximately 20% of that population was living in poverty at the time of the 2000 U.S. Census as the result of decades of economic downturn in the region's sugar production and tourism industry.

The Kamauoha Foundation realized that the area's agriculture industry held potential for economic growth. The Foundation identified noni (*morinda citrifolia*) as the crop most likely to succeed in sustainable and profitable agricultural production. Pictured above, noni is an evergreen, fruit-bearing tree that originated in Asia and came to Hawaii via Polynesia between 300 AD and 1000 AD. Grown throughout the Hawaiian Islands, noni produces fruit year-round and requires minimal maintenance. Noni is also becoming increasingly well-known for its antioxidant content and potential cancer-fighting attributes.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to establish a noni-farm and processing plant while facilitating the expansion of the area's noni production. The Foundation hoped to support the region's agricultural industry; diversify the economy and create jobs; encourage natural land use management and retain the cultural and historic resources of the local communities by educating Native Hawaiians, part-Hawaiians and Pacific Islanders in the traditional uses of the noni plant.

The Project's first objective was to establish an 80-acre noni farm in nearby Waialua, planted with 50,000 noni seedlings. After securing a favorable land lease from the Dole Corporation, Project staff began planting seedlings. Workers quickly realized that noni bushes need to be planted with greater spacing than anticipated in order to be fully productive. By the end of the Project, workers had planted 30,000 noni seedlings. The wider spacing was vital for the survival of the plants, and therefore necessary for the Project's success. After securing an export partnership, the staff received interest from noni farmers throughout Hawaii and began to expand Kamauoha Farm's area of operation.

Objective 2 was to establish a noni processing plant at the old site of the Kahuku Sugar Mill. Soon after the Project began, staff learned that the local government had put a moratorium on land at the mill site due to the presence of toxic tailings in the soil. In response, staff negotiated a lease for a building from the Dole Corporation's factory. The Project Manager then hired staff, ordered and installed processing equipment, and created safety procedure manuals. The Farm's noni-based products include noni soap, leaf capsules, juice and lotion.

The Project's third objective was to create a "Community Harvest" noni program to help establish new noni farms as well as assist existing farmers market and expand. Forty potential and existing noni farmers participated in export readiness trainings developed to prepare them for international business.

Objective 4 was to conduct training workshops on noni farming. Over 274 people from the surrounding communities completed training workshops on noni planting and harvesting as well as food dehydration techniques. Combined with

activities from previous objectives, Project staff members were able to assist 85 noni farmers from Oahu and Hawai'i expand their operations.

The major challenge facing staff during implementation was the Foundation's exclusive sales contract that limited it to a single buyer. Terms of the contract were not ideal as purchases waned unexpectedly at times. By the end of the Project, the Foundation had developed a larger customer base and expanded its product line.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project benefited 10% of all Native Hawaiian noni farmers that were operating at the time the Project began. The number of noni growers expanded by nearly 400%, from 22 to 85, resulting in stable jobs and income for the farmers. This is significant for local economies because 91% of the Native Hawaiian farmers are family-owned and operated businesses.

In order to assist underprivileged community members, the Foundation follows a policy to employ high-risk adults from the community. For eleven unemployed or underemployed community adults, the Farm provided job training, income and a positive working environment. The policy proved problematic at times due to challenges with employee attendance and behavior, but the Project Director remains firm in his conviction to target this group for employment opportunities and training.

"Our mission at Kamauoha Farms is to bring Hawaiians to the job."

Spencer Kamauoha
Project Manager

KEIKI O KA AINA PRESCHOOL, INC.



Project Title:	Houlu I Ka Mea Kanu: To Grow that which is Planted
Award Amount:	\$200,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 4 elders involved
- 85 youth involved
- \$5,574,857 in resources leveraged
- 129 people trained
- 8 partnerships formed
- 3 products developed

BACKGROUND

Founded in 1996, Keiki O Ka Aina Family Learning Center (KOKA-FLC) is a Native Hawaiian nonprofit organization. The organization began by offering family strengthening services focusing on preschool aged children and their parents. The agency has since expanded to serve more than 2,000 children and their parents or caregivers at 40 different sites throughout the islands of Oahu and Maui. The rapid expansion of the agency can be attributed to the commitment of the founder, dedication of the staff and to a community outreach mission that focuses on individuals, one family at a time.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to establish a Native Hawaiian Cultural Learning Program (NHCLP) focused on traditional practices. Project staff designed the Program to bring families together to strengthen relationships utilizing cultural practices previously lost in the community. The Project also focused on training teachers of at-risk Native Hawaiian youth in traditional horticultural practices. In order to achieve these goals, the Project sought to establish an urban cultural resource-based program on traditional Hawaiian practices and values.

The Project's sole objective was designed to establish the NHCLP. During the first few months of implementation, the Project received a \$2,000,000 land grant from the State of Hawaii, which enabled KOKA to purchase a three-acre land parcel. The buildings on the property required renovation and were uninhabitable. However, there was land on which to carry out the Project's garden plans.

Project staff designed the garden site by collaborating with the University of Hawaii architecture department. The garden included native medicinal plants, lei making flowers, loi (taro), an imu (traditional

underground oven), and an outdoor Halau (traditional cultural learning environment). Staff prepared the land for the upcoming planting season, consulting with three elders on how to raise different types of native plants. Project staff then incorporated the elders' knowledge into the curriculum training materials, to give to families who participated in the garden activities. The Project also provided participants with a starter kit of plants to grow in their own gardens. Project staff advertised and promoted community-planting days as a means of garnering community support for the Project and recruiting participants.

In order to facilitate building renovations, Project staff applied to the television program "Extreme Makeover Home Edition" when they discovered the television show planned to film in Hawaii. In June 2007, "Extreme Makeover" constructed a community center and home for the Executive Director and her family valued at over \$4.5 million. Over 3,000 volunteers from the neighborhood and other Hawaiian islands worked around the clock for one week to complete the two buildings and landscaping. The Extreme Makeover team also prepared the land to accommodate the plan of the Project.

The Project also conducted train-the-trainer workshops to instruct teachers on how to implement the NHCLP curriculum using traditional horticulture practices. Project staff held four workshops between August and September, training 73 teachers by the Project's end.

The Project faced some minor challenges regarding work with one of the elders who came highly recommended as an expert on native plants. Unfortunately, due to a lack of expertise, some of the plants did not survive. Project staff overcame this challenge by hiring another person with a

better understanding of the plants and their individual needs.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project increased KOKA's capacity to further its outreach and community service programs. Children and families now learn and participate in cultural activities together, such as the cultural planting in the garden.

The "Extreme Home Makeover" show provided the Project with free publicity and access to new business partners that will sustain Project activities. The building construction enabled KOKA to be ten years ahead of their planned agency schedule.

The teacher-training component of the Project promoted the idea of community gardens and outdoor classrooms for schools. Kanoelani Naone, the Project Coordinator, stated, "This Project has been amazing. We hope that every teacher and parent that attended a workshop will plant native gardens in their own communities."

NANAKULI HOUSING CORPORATION



Project Title:	Project Hana Hou
Award Amount:	\$594,283
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/1/2004 – 5/31/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 7 Native American consultants hired
- 29 elders involved
- 52 youth involved
- \$761,000 in resources leveraged
- 40 people trained
- 24 partnerships formed
- 1 product developed

BACKGROUND

The Nanakuli Housing Corporation (NHC) is a Native Hawaiian nonprofit organization whose mission is to ensure every Native Hawaiian family has a home. NHC delivers financial literacy and self-help home repair training to increase home ownership.

Approximately 5,500 Native Hawaiian households live on leasehold lands in Hawaii, which are managed by the Department of Hawaiian Home Lands (DHHL). More than 3,000 of these households are located on the island of Oahu. NHC estimates that 50 percent of all homes on DHHL lands are in critical need of

repairs and/or replacement. The median house value of these homes is 68 percent below that of non-native housing. The repair needs of Native Hawaiian homes on leasehold lands outside of DHHL lands are equally critical.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to teach homeowners how to organize and manage home repair projects utilizing neighbors, construction mentors, and student volunteers in conjunction with traditional and culturally appropriate practices.

The Project's first objective was to complete minor renovations at an abandoned Navy training center to accommodate training classes and act as a secondary storage yard for recycled housing materials and fixtures. To complete the objective, staff connected utilities, rewired the building, removed debris and installed a security system.

The second objective was to assist Native Hawaiian homeowners to develop the financial skills necessary to acquire funding for home repair projects and teach them manual repair and maintenance skills. Staff selected four Hawaiian homestead

communities to work with: 1) Upper Honolulu, which includes and abuts the Hawaiian Home Lands homestead known as Papakolea; 2) Waimanalo, located on the Windward side of the island; 3) Waianae, on the Leeward coast; and 4) Nanakuli, on the Leeward coast. NHC focused on these four communities because they are older, have a higher number of homes in need of repair and lie in close proximity to non-homestead Native Hawaiian owners.

The Project selected 40 homeowners to participate in the trainings. Participants acquired skills to repair and maintain their homes, learned how to leverage community resources and bonded with neighbors. The Project leveraged \$761,000 in resources, which allowed staff to provide additional services to participants, including assistance to clear credit issues and secure home improvement financial assistance. Project staff utilized volunteers who were skilled in construction. To ensure success, staff utilized the Native Hawaiian traditional practice of ho'olaulima (many hands working together) and created four teams to work together in each community.

The Project's main challenges were a delayed start due to the death of the Project's Executive Director and destruction caused by a storm. The storm flooded many Project sites, which delayed renovation and the overall Project implementation schedule. Additionally, some homeowners selected for the Project had difficulties securing home improvement financing. To overcome these challenges, ANA awarded the Project a low-cost extension for an additional twelve months, through May 2007.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

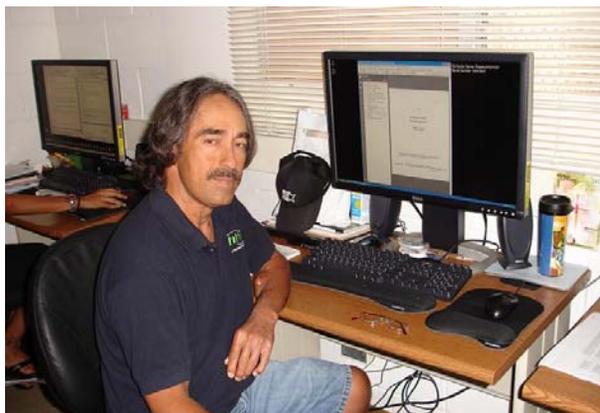
Participating homeowners received valuable training and reduced repair expenses by roughly 30 percent by using volunteer labor and donated construction materials. The

homeowners reported increased self-esteem due to their new skills and the completion of home improvements.

The Project developed 35 partnerships with construction company owners, retail and wholesale construction companies, financial service companies and others. Initiating and nurturing these relationships is a long-term goal of the homeowners and non-native business community.

The individual home repairs constituted significant community improvements for participating Nanakuli communities. Community members demonstrated support for the Project through their participation, and many reported feeling hope that it would continue and expand to other community members. Furthermore, Native Hawaiian communities on other Hawaiian Islands have inquired about the Project and possible participation.

STATE COUNCIL OF HAWAIIAN HOMESTEAD ASSOCIATIONS



Project Title:	Building Capacity for Digitization Technology Centers
Award Amount:	\$635,584
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 27 jobs created
- 3 businesses created
- 1 Native American consultant hired
- 12 elders involved
- 10 youth involved
- \$243,233 in resources leveraged
- 24 people trained
- 13 partnerships formed

BACKGROUND

In 1921, the U.S. Government set aside approximately 200,000 acres in Hawaii as a land trust for homesteading by Native Hawaiians. These lands, managed by the State of Hawaii Department of Hawaiian Home Lands, are leased to individual Native Hawaiians meeting a 50% blood quantum. In 1987, Native Hawaiians founded the State Council of Hawaiian Homestead Associations (SCHHA) to promote effective advocacy and programming by its member homestead organizations. Today the SCHHA represents 23 Hawaiian Home Land community associations within Hawaii.

One of the main challenges currently facing Native Hawaiians is the lack of employment opportunities. Though Native Hawaiians make up 20% of Hawaii's population, they represent only 11% of the civilian workforce.

To address this challenge in one community, the Anahola Hawaiian Homes Association, one of the SCHHA's members, created a document-digitization technology center on the island of Kauai. The technology center doubled the community's job-base by employing ten Native Hawaiians in information technology jobs.

PROJECT PURPOSE AND OBJECTIVES

This Project was designed to replicate the success of the Anahola project by developing a technology center on the island of Oahu, within two of the island's seven homestead communities. The Project staff also sought to increase the capacity of the community to develop future businesses.

The Project's first objective was to select and initiate operations in two homestead communities and train 22 community members in technology, ranging from basic to advanced computer and digitization skills, as well as provide on-the-job training. The SCHHA selected the Papakolea Community

Association (PCA) and Waimanalo Hawaiian Homestead Association (WHHA) to house the technology centers. Twenty-four trainees completed the program and SCHHA employed all of them, at least temporarily, at the two centers. In all, the Project created sixteen fulltime positions. The training included bitmap and vector imaging, internet graphics formats and advanced digitization techniques. Many of the trainees scaled the centers' employment ladders to become supervisors or left to accept more lucrative job offers in different locations.

The second objective was to enhance the homestead associations' management capacity through training in three areas: administrative and financial management skills; maintenance for equipment, networks, software and hardware; and specific digitization management skills. Project staff fulfilled the proposed transference of skills, though not to the originally-intended target group. Rather than training the homestead associations' management, staff focused on Project trainees, reasoning that the new skills would stay within the associations because the trainees live in the communities.

The final objective was to codify best practices learned throughout the Project into a manual in order to facilitate replication and modeling by other homestead communities. By the end of the Project, staff had not completed the manual, but planned to continue working on it past the Project timeframe.

SCHHA encountered three main challenges during Project implementation: lack of policies and procedures in place to support a project of this complexity, undefined roles for each of the Project partners, and insufficient protocols for the Project prior to implementation. These challenges forced SCHHA to outsource its payroll and technical training components to third

parties. After making this management change, Project activities continued without major obstacles.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project was effective at establishing a model for Native Hawaiian communities to integrate business with ongoing human services provided by the community. The best practices manual for homestead associations and the infusion of new skills into the communities will help attract future economic opportunities.

The Project positively affected the unemployed and underemployed population of the two communities by providing new employment opportunities, reducing unemployment in the selected homestead communities by 1%. The job skills gained by participants enabled them to work in computer technology and should assist the establishment of stable careers. With each person completing the training process and receiving on-the-job skills, the communities expanded their skilled workforces.

Some Project participants used skills developed in the training program to create their own businesses, such as a lunch wagon, t-shirt company and martial arts dojo. Efforts such as these will increase employment opportunities for community members and the influx of resources into to the community.

"The project provides education and opportunities to young and old in the community"

Puni Kekauoha,
Community member

WAI'ANAE COAST COMPREHENSIVE HEALTH CENTER



Project Title:	Strengthening Families and Promoting Healthy Relationships
Award Amount:	\$891,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 15 jobs created
- 1 Native American consultant hired
- 5 elders involved
- 939 youth involved
- \$122,000 in resources leveraged
- 86 people trained
- 9 partnerships formed
- 7 products developed

BACKGROUND

The Wai'anae community is located on the western side of the island of Oahu. Its population has grown from 3,000 people in 1950 to 45,000 people today, of which 40% are Native Hawaiian and 45% are under the age of 25. Wai'anae Coast is an economically distressed community ranked highest on the island for: households receiving financial aid and food stamps; households under the poverty line; rates of unemployment, infant mortality; and teen births. Health issues are a major concern in the community as Native Hawaiians have the highest prevalence of obesity and diabetes in the state of Hawaii. Additionally, an estimated 1,000 homeless

residents, most of whom are Native Hawaiian, live on the Wai'anae Coast.

The Wai'anae Coast Comprehensive Health Center is a Federal Public Health Service Community Health Center 330(e) grantee that has served the community for the past 32 years. During this time, the Center has developed a unique model of health care that addresses individual, family and community needs through a combination of traditional and modern practices.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to develop a series of innovative, fun and culturally significant community programs to strengthen participating families and enhance their ties to Native Hawaiian culture. The Project planners endeavored to reawaken the cultural and spiritual health among at-risk Native Hawaiian youth and their families to facilitate physical, emotional and socioeconomic well-being.

The Project's first objective was to develop a culinary training program to promote activities that retain or re-establish traditional foods in the family diet. The achievement of the objective motivated students to strive for future culinary careers. Twenty-nine Native Hawaiian teens

completed the culinary curriculum, and two are currently working in the food service industry as a result of their participation. One planned activity, securing accreditation for the culinary trainings from a local community college, remained incomplete by the end of the Project. This was due to organizational issues within the college, rather than grantee-oriented challenges, and remains a future possibility.

The second objective was to expand youth and family-centered fitness and nutrition activities from an existing fitness program called KidFit. This objective concentrated on the families of at-risk Native Hawaiian youth and successfully involved the participation of 15.2% of the community's youth in at least one KidFit activity.

The third objective was to provide school-based wellness activities within Wai'anae Coast schools. Approximately 800 students participated in biannual Body Mass Index measurements conducted by Project staff. Through these regular checkups, Wai'anae schools were able to track their students' basic health indicators for the first time.

The final objective was the most ambitious as it was designed to target communication issues within highly at-risk households in the community. Activities centered upon training Native Hawaiian families through a time-intensive traditional approach to family-based communication, called Kumu Ohana. The target population was comprised of local homeless families. By the Project's end, staff had successfully worked with 38 local families, a total of 254 individuals, representing 1.5% of the Native Hawaiian households in the community.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Many at-risk Native Hawaiian youth demonstrated improved self-esteem and an increased tendency to integrate culture into

their daily lives. For many overweight youth, the Project's health activities provided a comfortable place to work in groups and lose weight. Youth also participated in the design of the KidFit t-shirt and the Health Center's video public service announcements, increasing their involvement with positive activities.

For the involved families, the Project promoted bonding through exercise, healthy eating and the revitalization of Kumu Ohana. Participating elders shared their knowledge with younger generations, strengthening their traditional role as holders of wisdom in the community.

Project staff cannot immediately measure the long-term impact of the Kumu Ohana approach in the community because the process is based on long-term evolution of family communication. However, based on the agency's belief in the practice, it has integrated Kumu Ohana as a core service of the Traditional Healing Department.

To ensure sustainability, the Center will maintain the majority of activities initiated through this Project with funding from its patient service revenue. In addition, the Center's KidFit program recently received a \$100,000 grant to continue its operation.

"For the elders, this was a legacy project."

Kamaki Kanahele
Director, Traditional Healing

COEUR D'ALENE TRIBE



Project Title:	“All My Coworkers” Project
Award Amount:	\$357,656
Type of Grant:	Language
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 5 elders involved
- 289 youth involved
- 11 partnerships formed
- 1 product developed
- 1 language survey developed
- 72 language surveys completed
- 158 Native language classes held
- 289 youth increased their ability to speak a Native language
- 10 adults increased their ability to speak a Native language

BACKGROUND

The Coeur d’Alene Reservation is located in the Idaho Panhandle, bordering the southern shores of Lake Coeur d’Alene. Eighty percent of the reservation population is non-Indian, but the Tribe is now the major source of employment in the area due to the construction of the Coeur d’Alene Casino and Resort. The local population endured a 75% unemployment rate in the 1980s; however this rate has since dropped to below 20%. There has been a large increase

in tribal enrollment since 1990, from 1,100 to 1,800 people, mostly due to large numbers of Coeur d’Alenes moving back to the reservation as a result of the increased employment opportunities. Raised outside of the Reservation, these newcomers do not speak the Coeur d’Alene language.

Only a handful of elders speak the native language fluently. The Tribe already had a solid foundation of language materials, based on collaborations with and contributions from native speakers. Despite these efforts, the language remains inaccessible to tribal employees and the community due to lack of classes and means for people to speak the language on a daily basis.

PROJECT PURPOSE AND OBJECTIVES

The Project’s purpose was to create, through the Tribe’s language department, a Coeur d’Alene language community among tribal employees with a 20% utilization rate within tribal workspace. The Project planners developed objectives that focused on using the Tribe’s website as a means of communication and conducting workplace workshops.

The Project's first objective was to plan, create and revise language materials for on-the-job learning to be used by tribal and casino employees. To complete this objective, Project staff developed workshop lessons, interactive computer activities, and language reference guides, and created workplace tools such as voice mail scripts, and correspondence templates. Project staff developed formal lesson plans on subjects including: sound and symbol recognition; greetings and conversations in the office environment; introductions of family and friends; and an introduction to office equipment. Staff used the lesson plans to conduct over 150 workplace workshops by the end of the Project period. Four tribal elders worked weekly with Project staff to develop language materials through the recording and transcribing of elders' conversations.

The Project's second objective was to address the electronic delivery of language learning materials to employees and tribal members of varying fluency levels. Project staff developed seven native language games, five stories, reference sources and transcriptions for placement on the tribal website. By the close of the Project, the website included over 200 transcriptions. The Project staff also designed and implemented numerous workplace language competitions between tribal departments, encouraging the active participation of tribal employees in language activities. Finally, Project staff developed a forum webpage that displays a vocabulary word and frequently asked questions, which the webmaster updates daily. The materials developed by this objective provide tribal members and employees with multiple self-paced language learning options.

The main challenge to the Project concerned the loss of partnerships within various tribal departments and with the casino. This occurred primarily due to changes in

department heads whose successors did not support language learning among their employees.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project advanced the Coeur d'Alene language preservation effort through the creation of a variety of materials and workshops available to all tribal employees. By incorporating these materials into the workplace, the Project met its goal of a 20% utilization rate among tribal employees. Kim Matheson, the Language Project Coordinator stated, "This Project made the language part of everyday life."

An unexpected outcome for the Project occurred when the staff teamed with the Health Department's summer youth program. Through the implementation of language and cultural activities during summer camps and cultural events, the Project involved 289 youth, fostering the interest of younger generations in language revitalization. Tribal youth now incorporate the words and phrases they learned at these events into conversations with elders.

Finally, the tribal elders that contributed to the Project provided invaluable resources that will allow the Tribe to continue material development efforts for many years to come. The elders expressed that the Project renewed their motivation to preserve their language.

KOOTENAI TRIBE OF IDAHO



Project Title:	Strategy towards Self-Sufficiency through Treatment-As-State under the Clean Water Act
Award Amount:	\$120,806
Type of Grant:	Environmental
Project Period:	9/30/2005 – 8/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 2 elders involved
- \$2,850 in resources leveraged
- 1 person trained
- 9 partnerships formed
- 12 products developed

BACKGROUND

The Kootenai Reservation is located in the Kootenai River Basin in the northern Idaho panhandle. The land is surrounded by high mountains, forming an international watershed that is approximately 18,000 square miles. The Kootenai tribal enrollment is approximately 124 people.

Significant water quality and habitat issues exist in the basin, and immediate actions to protect the ecosystem, which is home to endangered species such as grizzly bear, Canada lynx and caribou, are necessary. The physical isolation and rugged terrain of the area make the region particularly valued for its natural resources. Water problems that directly affect local tribal members also affect the much larger population of people serviced by the same watershed, including

non-Indians as well as Canada's First Nations.

The Tribe has been pursuing the possibility of obtaining "Treatment-As-State" (TAS) status under the Clean Water Act for waters under tribal control in order to address these water quality issues.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to research a strategy to overcome the challenges the Kootenai Tribe is facing in managing water resources within its territory, specifically researching the efficacy of pursuing "Treatment as a State" (TAS) status through the Environmental Protection Agency (EPA).

The Project's first objective was to identify the legal requirements and processes required to achieve TAS under the Clean Water Act. Staff members conducted in-house research with the environmental staff, including the review of EPA publications, laws and regulations. The Environmental Director then met with the EPA and the Idaho Department of Environmental Quality (IDEQ). After communicating with these organizations, Project staff determined acquiring TAS status is not the best use of

tribal resources, as it is not cost effective to manage a water quality program for the small number of eligible waters on reservation lands. To fulfill this objective, Project staff completed a final report detailing their findings, and presented it to the Tribal Council which supported the decision.

The Project's second objective was to evaluate the bodies of water on the Reservation, or "Waters of the Tribe," for applicability under the TAS requirements. The waters that qualify would then be included in the water quality management program should the Tribe seek TAS status. The Project hired a GIS technician to inventory the lands managed by the Tribe and produce maps for inclusion in the final report. Project staff reviewed legal documents relating to TAS in order to identify the characteristics that qualify a body of water for TAS. This information, combined with the discussions between the EPA and IDEQ mentioned above, led to the decision to cease pursuit of TAS. However, as a result of the Project and its research, the Tribe now has clear documentation on the waters over which they have jurisdiction.

The third and final objective for this Project was planned to provide adequate information to the Tribal Council and tribal community about TAS so that the Tribe can identify, plan and develop a strategy for overseeing water resources that is consistent with tribal culture. The Project presented a final report, stating the most beneficial means and cost effective manner for the Tribe to address water quality concerns is to partner with the local community, state agencies and the EPA. At this time, the Tribe has already begun work on improving water quality through a community partnership entitled the "Kootenai Valley Resource Initiative."

The Project faced some significant challenges during its implementation period, which staff overcame through a six-month no-cost extension from ANA. Challenges included difficulty in receiving timely assistance from the EPA, and staff turnover in the GIS technician's position.

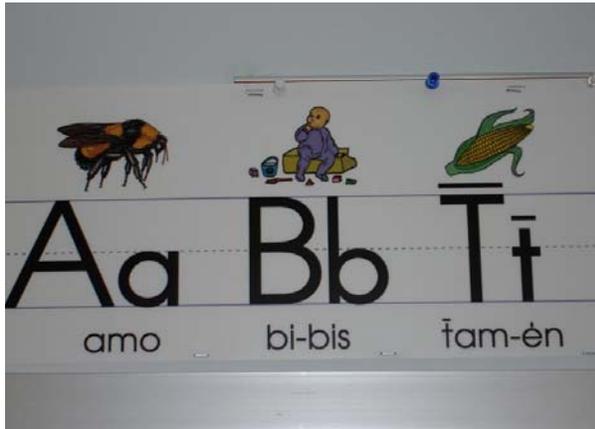
PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project advanced the Tribe's ability to govern their natural resources and provided for the continued capacity-building of its environmental programs. In deciding not to pursue TAS status, the Tribe decided to initiate its own water quality initiative through the partnership with the Kootenai Valley Resource Initiative, a much more cost-effective way to manage their natural resources. Project staff plans to utilize their extensive research and partnership development in other community development areas. This collaborative approach to addressing the management of water resources is the beginning to what is hoped to be an ongoing partnership to benefit both the Tribe and the surrounding communities.

"ANA enabled us to be the catalyst with the community, develop community partnerships, and allowed us to participate on an equal playing field with the state."

Patty Perry
Tribal Administrator

PRAIRIE BAND POTAWATOMI NATION



Project Title:	Revitalization of the Potawatomi Language through an Immersion Technique
Award Amount:	\$328,910
Type of Grant:	Language
Project Period:	9/30/2005 - 9/30/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 4 Native American consultants hired
- 11 elders involved
- 15 youth involved
- \$125,440 in resources leveraged
- 6 people trained
- 4 partnerships formed
- 2 products developed
- 33 Native language classes held
- 6 adults increased their ability to speak a Native language

BACKGROUND

The Prairie Band Potawatomi Reservation spans 77,000 acres in northeast Kansas. The Tribe currently counts 4,847 enrolled members, of which approximately half live on or close to the reservation. A 2003 community language survey indicated that only five fluent speakers of Potawatomi remained, the youngest of which was in her early eighties. At the commencement of this Project, the Tribe had lost three of the five identified speakers.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to revitalize the language of the Prairie Band Potawatomi through the implementation of a language immersion and teacher-training program. Due to the advanced age of the two remaining Potawatomi speakers, Project staff designed a unique implementation framework which utilized fluent speakers of Odawa, a sister language to Potawatomi, as a bridge to their own language's revival.

The Project's first objective endeavored to engage ten semi-fluent Potawatomi speakers in Odawa immersion classes as a path to achieving fluency. Project staff established a partnership with four Odawa language instructors from Bay Mills Community College in Michigan, and together created a class schedule and syllabus. A total of six students completed the immersion coursework, which included 840 hours of exposure to the Odawa language. The shortfall of students occurred because Project staff was only able to identify two semi-fluent Potawatomi speakers with interest in participating in the immersion classes. Unfortunately, one of these speakers passed away in the early weeks of the Project, and the other speaker was forced

to discontinue his involvement due to blindness. Unable to attract other semi-fluent Potawatomi speakers, six staff members of the Potawatomi Language Program enrolled in the immersion class. Final evaluations indicate that five of these students speak and understand Odawa at a basic level while only one student has progressed to intermediate status. All six participants were awarded college credit for completion of the immersion course.

The second objective planned to create a 1,000-word Potawatomi reference guide to serve as the foundation for bridging the immersion students from the Odawa language. To achieve the objective, Language Program staff hired a Language Specialist to produce a tri-lingual reference guide. By the end of the Project timeframe, the guide contained 800 Potawatomi nouns, including the 70 forms that each noun can take in the Potawatomi language, and the Odawa and English translations. The immersion students utilized the reference guide during 720 hours of language-bridging activities, which also included analysis and translation of the audio tapes recorded during the Odawa immersion classes, and informal master-apprentice sessions with the two remaining fluent Potawatomi speakers.

The Project's third objective aimed to train ten semi-fluent Potawatomi speakers to become language instructors through teaching workshops. The six immersion students were trained in classroom management, immersion teaching methodology, syllabus design and curriculum development. While the students did receive 32 college credits for their participation, none were certified as native language instructors as no student achieved fluency in the Potawatomi language.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The primary goal of the Project was not achieved as the trainings failed to develop fluent Potawatomi speakers or Potawatomi language teachers. However, the implementation of the Project activities did produce positive results. For the six students participating in the language immersion classes, final evaluations indicated that their Potawatomi language abilities improved. One student, Cindy LeClerq, has progressed to intermediate status, and Language Program staff hopes that she will soon become certified to teach language classes. The Prairie Band has already set aside funds for Cindy to continue her language study with the four Bay Mills College instructors from this Project in order to achieve this goal. Additionally, the Potawatomi Language Program will retain the Language Specialist hired during this Project, and he will continue to develop language materials.

The students' involvement in language activities also strengthened cultural identity and ancestral bonds. Julia Lewis, a Prairie Band elder, shared, "We did not learn to speak fluently, but we learned to better understand Potawatomi and the ideas behind the words. The language must be in your mind and soul before it is on your tongue." Leo Nadeau, also a Prairie Band elder, added, "You learn your second language much like you learned your first. You listen, you understand, and then you speak."

Finally, the implementation of Project activities offers a replicable model for other language programs in Indian Country that are facing desperate language situations. The unique and novel approach of utilizing fluent speakers of a related language achieved positive results and may be replicated by tribes who have already lost their fluent speakers.

PENOBSCOT INDIAN NATION



Project Title:	Nenesetomaqapena: Teacher Professional Development Project
Award Amount:	\$179,307
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 3/31/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 3 Native American consultants hired
- 10 elders involved
- 80 youth involved
- \$14,105 in revenue generated
- \$5,000 in resources leveraged
- 231 people trained
- 13 partnerships formed

BACKGROUND

The Penobscot Nation spans approximately 148,525 acres of land in Maine. Of this, 4,841 acres consist of 200 islands on the Penobscot River. Tribal headquarters are located on the Penobscot Indian Island Reservation near Old Town, Maine. The Reservation has a total population of 562 with a total tribal enrollment of 2,194. Culturally, the Penobscot are one of several tribes of the Abenaki group and their native language is a dialect of Algonquin. The Tribal economy is supported by tourism, manufacturing, gaming and forestry industries.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to assist local schools to comply with a new statewide law mandating the teaching of Native American history and culture across all grade levels. The Project intended to increase the culturally sensitivity of local teachers in order to engender a climate more knowledgeable about native culture in Maine.

The first objective sought to prepare educational leaders to teach Penobscot lessons in school. To complete the objective, staff recruited, trained and provided curriculum planning support for sixteen lead teachers/curriculum coordinators drawn from six regions of Maine. Staff conducted one-day stereotyping and diversity workshops in each of the regions with 195 teachers in attendance. Lead teachers also participated in workshops to clarify the new state law, explain the core principles of the Tribe's "Design for Understanding" curriculum, and to receive professional development training.

The second objective aimed to prepare schools to integrate newly-created Penobscot lessons into their curriculum. Each lead teacher developed a plan to

integrate the new curriculum into existing kindergarten to 8th grade curricula and conducted field tests for each unit in schools across Maine. The new Penobscot units accurately present essential aspects of tribal history and culture.

To ensure Project success, staff needed to work closely with area schools.

Unfortunately, the Project's original timeline did not correlate with the school calendar year, causing delays with pilot testing activities. Staff also encountered challenges coordinating the sixteen teachers that worked on this Project. To overcome these challenges, Project staff developed administrative policies and utilized tribal administrative support to help track contractual employees. Staff also utilized the summer months, when schools were not in session, to finalize lessons for the curriculum kit and conduct a one-week Summer Institute to orient teachers in the curriculum. To further assist the Project, ANA granted a six-month extension.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The development of the Penobscot Curriculum Kit and the training and orientation of teachers in Penobscot history has had a positive impact on the Penobscot community and the State of Maine. The Project generated over \$14,000 in revenue from the sale of curriculum kits and is continuing to receive orders.

Native students learned more about tribal history, and non-native students became culturally aware of tribal history in Maine. The curriculum has also had environmental education benefits by teaching the youth how to care for the environment through lesson plans contained in each kit. The development of the curriculum kits helped reduce Maine's costs because the state can purchase them without having to expend resources to develop the curriculum.

The curriculum kit may also impact the teaching of native culture in other states. Kerry Doyle, a participating 3rd – 5th grade teacher explained the curriculum kit is practical, easy to use and works well alongside existing curricula. Before this Project, very few resources existed pertaining to Maine's Native American history and culture. Lynn Lowell, a Library Media Specialist, expressed gratitude at having these resources available for her students. By developing the kits, teachers and librarians have expanded cultural awareness.

Through the Project, the Penobscot Nation facilitated the instruction of native history and culture in Maine's schools. The Tribe also created a replicable model to demonstrate the incorporation of more Native American history and culture into curricula in schools across the country.

THE LIBRARY FRIENDS



Project Title:	“Children of Our Homeland” Social/Cultural/Family Preservation Center
Award Amount:	\$962,500
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/1/2004 - 12/31/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 52 Native American consultants hired
- 20 elders involved
- \$332,000 in resources leveraged
- 137 people trained
- 31 partnerships formed
- 42 products developed

BACKGROUND

The Commonwealth of the Northern Mariana Islands (CNMI) is located in the western Pacific Ocean, and consists of fifteen islands approximately three quarters of the way from Hawaii to the Philippines. CNMI has a population of approximately 80,000, including the native Chamorro and Carolinian peoples.

There are currently only 25,000 Chamorros in the world, and fewer Carolinians. The indigenous culture, customs, traditional family preservation systems, indigenous languages and knowledge of native history are all features of the native community that are in serious decline. The long-term and continued loss of these cultural aspects is the most serious of all problems currently facing the native community. Social problems that

were once rare, such as divorce, drug and alcohol abuse, and spousal and child abuse, are now common in CNMI.

The Joeten-Kiyu Library facility, located on the main island of Saipan, was built in 1990, and serves as a public library for the native and non-native community. Almost one-third of the facility was originally intended as a conference center, but due to the construction of a similar facility nearby, the space was rarely used.

PROJECT PURPOSE AND OBJECTIVES

This Project’s purpose was to establish a Social/Cultural/Family Preservation Center and children’s library in the unused portion of the Joeten-Kiyu Library and utilize the new space for cultural activities. Prior to the Project, the Center collected Chamorro and Carolinian cultural, familial, social, language, and historical material and information that was scattered throughout the Northern Mariana Islands. Collection of indigenous materials was designed to reconnect the native community to traditional history, language, customs and culture.

The first year objectives were to renovate the designated area into a children’s library

and cultural center, and to collect and plan for the use of all available materials dealing with the Chamorro and Carolinian cultures. Despite some initial delays involving the hiring of staff and a renovation contractor, the grantee completed all of the activities except the cataloguing of all the collected materials, which was hindered by a shortage of library staff. The grand opening for the Center occurred in September 2006, one year behind schedule.

The second year objectives were designed to implement a pilot activity plan to utilize collected materials during first year activities, as well as develop and implement a project evaluation and improvement system. Outreach materials for the community were produced, including brochures and pamphlets. Project staff participated in local cultural events to garner community support and promote the Project. Staff also launched a bookmobile stocked with a variety of resources and operated by trained staff. A suitable evaluation model could not be found, so Project staff drafted a plan which the Board adopted. However, staff did not implement the plan due to excessive changes from the Board.

The third year objectives were to sustain the Project through implementation of an activity plan and development of a marketing plan to create revenue. The cultural center hosts activities such as reading groups and traditional art demonstrations. The grantee did not complete the marketing plan as anticipated. Initially, the plan focused on the island's tourism industry, which mainly consists of package tours from Japan. However, due to the nature of these tours there was no possibility of including the library as a tourist attraction. In order to overcome this obstacle, the Project staff collaborated with the Marianas Visitors Bureau and the Department of Commerce to develop a business plan. It is unknown if staff

completed the business plan by the conclusion of the Project timeframe.

Some minor challenges were encountered during implementation. The late hiring of the Project Director coupled with typhoon season and problems finding a contractor to complete the renovation work caused a delay in completing many of the first year's activities. The geographic isolation of Saipan also impeded the purchase of materials, which often cost up to three times the US mainland price and require additional shipping time. Project staff overcame this challenge by purchasing materials from Asia.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project advanced the indigenous population's ability to preserve, protect and promote its history, culture, language and customs, while at the same time improving the literacy of the community.

The resources in the library are available to all youth on the island, and Project staff reported a significant increase in youth participation in library activities. Youth are more respectful of the library because it provides them with an opportunity to have ownership of a supportive place to learn, read and complete homework. Parents are appreciative of the library as a good resource for books and activities for children and families.

In addition to the activities outlined in the Project, the staff also recorded three oral histories from local elders, translated six books and eighteen other local language materials and developed fifteen cultural DVDs. Many of these materials are available for sale, the proceeds of which are used to sustain the Project.

LAC VIEUX DESERT TRIBE OF LAKE SUPERIOR CHIPPEWA



Project Title:	Lac Vieux Desert Tribal Real Estate Office Program
Award Amount:	\$82,920
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 4 elders involved
- 4 youth involved
- 2 people trained
- 8 partnerships formed
- 1 product developed

BACKGROUND

The Lac Vieux Desert Indian Reservation is located in the Watersmeet Township of southeastern Gogebic County, in the western part of Michigan's Upper Peninsula. The reservation encompasses 328 acres of land and is home to approximately 135 of the Tribe's 535 enrolled members.

The main need addressed by this Project was the lack of affordable housing for Lac Vieux Desert tribal members. Between 2000 and 2005 the Tribe's population increased from 450 to nearly 540 members. One-third of this population is under 21 years of age, and will likely need housing as it enters adulthood. During the same period, the Tribe's casino increased the number of tribal members it employed, thereby increasing the number of tribal members with the means to purchase houses.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to create a tribally-owned real estate office that could purchase existing housing in the areas surrounding the reservation, negotiate sales to the Tribe, and coordinate the implementation of a home building program on tribal lands.

The Project's first objective was to establish a real estate office as a tribal enterprise and train staff to buy, sell and develop tribal lands for the benefit of the Tribe. Project staff hired a Real Estate Manager and Real Estate Technician, both of whom received 40 hours of training in preparation for a Real Estate Certification Test. However, only the Technician passed the exam.

A major obstacle arose as Project staff realized that to legally buy and sell homes for the Tribe, at least one of the Real Estate Office's staff members would need to be mentored by a real estate broker prior to becoming an agent. The Manager and Technician were unable to affiliate with a broker to mentor the Project. Without the broker, the Real Estate Manager and Technician were unable to conduct purchases or sales and thus could not become Brokers themselves.

Objective 2 was to develop a comprehensive real estate marketing strategy and office policies to ensure the real estate office's sustainability by the end of the Project. The Project's main tangible achievement was the database of the Tribe's property holdings. Project staff inventoried and compiled the Tribe's landholdings, which was more time consuming than anticipated due to the lack of an existing standardized record-keeping system. Project staff also successfully developed a contact list of potential tribal homeowners, identified and secured the necessary real estate documents for the office and purchased most of the office's necessary supplies.

But without affiliation to a certified Broker, the marketing plan's strategic direction could not be fully determined. As such, determination of principle clients for the new real estate office, either tribal or non-tribal members, could not be decided until a relationship with a real estate broker was established. This delay froze the Project's progress and hindered staff's ability to ensure the real estate agency's survival.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Due to the aforementioned challenges, the Project's impact was limited. By the Project's end, the broker had not been secured and the Tribal Council discontinued pursuit of the real estate office.

The Project's main beneficiaries were the Real Estate Manager and Technician. The two women received real estate and small business training from a variety of local and regional sources, including the Great Lakes Intertribal Council, SCORE Counselors to America's Small Business and a local business management firm.

Project staff members conducted one community-focused First-Time Homeowners class for five community

members. The class offered education on credit repair and credit scores. Project staff also conducted a community-wide logo competition for the agency, *Indian Country Realty*.

Staff hoped events such as these would both enhance tribal members' knowledge of topics that affect their ability to purchase homes as well as increase the community's awareness of the business. As evidence of the potential for a successful tribal real estate agency, Project staff assisted three tribal members to apply for home mortgages and one tribal member to apply for a small business loan.

1854 AUTHORITY



Project Title:	1854 Authority Natural and Cultural Resource Specialist
Award Amount:	\$162,469
Type of Grant:	Environmental
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 60 elders involved
- 6 youth involved
- \$84,462 in resources leveraged
- 62 people trained
- 16 partnerships formed
- 28 products developed
- 2 environmental codes/regulations/ordinances developed

BACKGROUND

The 1854 Authority is an inter-tribal natural resource management agency whose purpose is to preserve and protect treaty rights in the 1854 Ceded Territory in Minnesota. The organization serves the Bois Forte Band and Grand Portage Band of Lake Superior Chippewa, both federally recognized tribes and members of the Minnesota Chippewa.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to preserve and protect natural and cultural resources within the Ceded Territory and within the Bois Forte and Grand Portage reservations

by identifying, monitoring and cataloging the sites.

Objective 1 was to identify sites within the Territory and within the Bois Forte and Grand Portage reservations that are culturally and historically important to the bands. The 1854 Authority hired a cultural and natural resource specialist and formed a cultural/natural resources committee comprised of 32 individuals representing both reservations. The Project staff held five community workshops, with 168 total participants, on the reservations and in Duluth to garner support for the Project. In addition to proposed Project activities, staff gathered eight oral histories from tribal members and received \$25,000 from the Bureau of Land Management to monitor some of the identified sites.

Objective 2 was to develop a cultural resources database to be incorporated into the 1854 Authority geographic information system (GIS). Project staff developed the database format using ARC9 GIS software licensed by the Bureau of Indian Affairs. By the close of the grant, the database contained information on 4,600 sites.

Objective 3 involved consulting and commenting on at least five proposed development projects in order to participate

in the preservation and protection of natural and cultural resources. The Specialist emailed a form letter to most federal, state and local agencies concerning protection of cultural and natural resources in the ceded area and on the targeted reservations. The Project staff consulted on 60 projects during the grant period, far exceeding the planned goal. An agreement with Lake Superior College led to a course on indigenous archaeology and fieldwork in the Territory.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project provides a space for the voices and opinions of the tribes regarding development projects in the Territory, and aides in the preservation of the Native culture. The Project staff succeeded in halting the construction of a major housing development on Lake Vermillion in the Territory, and a state park may be developed in its place due to meetings between the Bois Forte community, state agencies and developers. In addition, fieldwork necessary to identify the sites involved both tribal youth and elders, providing a multigenerational experience that instilled a sense of cultural pride.

The cultural resource database will be a valuable resource for future consultations with state, federal and local agencies concerning cultural and natural resources in the Ceded Territory and on the Bois Forte and Grand Portage reservations. In the final months of the Project, the 1854 Authority was already receiving requests for information from government agencies.

Implementation of this Project increased the organizational capacity of the 1854 Authority through the development of partnerships. The organization is well known for its positive work in the area, which increases its credibility, according to Project staff. The 1854 Authority successfully secured 67% of its operating

budget for the next two years, ensuring the Project's sustainability.

"It was a dream come true because finally we have a say over our cultural resource management and our own archaeology."

Shelly McEntire,
Grand Portage Tribal Member

AMERICAN INDIAN ECONOMIC DEVELOPMENT FUND (AIEDF)



Project Title:	Expansion into Three States
Award Amount:	\$125,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 14 jobs created
- 7 businesses created
- 2 Native American consultants hired
- 25 elders involved
- 2 youth involved
- \$764,548 in resources leveraged
- 72 people trained
- 44 partnerships formed
- 1 product developed

BACKGROUND

Founded in 1992, the American Indian Economic Development Fund's (AIEDF) mission is to act as a catalyst for American Indian entrepreneurial development and a financier for projects with positive economic potential. David Glass, AIEDF's Executive Director, is an American Indian small business owner who applies lessons learned to AIEDF's mission.

Located in St. Paul, Minnesota, AIEDF centers its activities on the belief that many American Indian entrepreneurs require specialized encouragement, mentoring and financial assistance within a culturally appropriate environment to be successful.

One of AIEDF's main methods for providing this assistance is the use of culturally relevant business development trainings and services.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to expand AIEDF's services into three new regions: northern Minnesota, Wisconsin and North Dakota. AIEDF planned to focus its service expansion on start-up and existing American Indian small businesses.

Objective 1 was to establish, stabilize or expand at least sixteen American Indian owned businesses by providing business development training to at least 60 native entrepreneurs. The objective was also designed to provide business development services to twelve existing small businesses in low-income American Indian communities (both rural and urban) in Minnesota, North Dakota and Wisconsin. Project staff established training sites in the three designated expansion areas and trained 72 American Indian entrepreneurs through six 33-hour business development courses. To conduct the remote trainings, AIEDF hired and trained three community-based "circuit riders." AIEDF staff also assisted seven start-up businesses and twelve

existing businesses, exceeding its target number.

Objective 2 was to expand AIEDF's capacity to deliver quality business services by developing new organizational policies and creating key partnerships to sustain new services in the expansion areas. Project staff developed ten new policies, procedures and resources related to marketing, partnership development, loan policies and maintenance, training curriculum updates and organizational evaluation tools. Project staff also developed 44 new funding, training and economic development partnerships within the three expansion regions. Together, these new policies and partnerships created a solid footing in AIEDF's expansion regions on which it can continue to provide services.

Objective 2 was also intended to provide six gap-loans to American Indian businesses. During Project implementation, however, Project staff realized that many of AIEDF's small entrepreneurs were not ready to receive direct loans for business start-ups. AIEDF realized that most of its clients needed intensive business training in preparation for taking out a business loan. Therefore, of the six anticipated gap-loans it intended to distribute, AIEDF distributed one \$20,000 loan by the Project's end. Though this number is much lower than anticipated, Project staff reported this result has been very positive for its clients. Rather than distributing loans to unprepared clients who could experience payment defaults and closed businesses, AIEDF has concentrated on the long-term preparation of its clients to begin small businesses when they are fully able.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Many of the Project's training participants have reported increases in self-esteem and desire to work inter-dependently with other native entrepreneurs. AIEDF staff's

personal knowledge of business development ensures participants feel confident in the training they receive. The trainings also serve as opportunities for participants to network within the American Indian business community. Of the 72 entrepreneurs that attended AIEDF's trainings, 27 were new business owners.

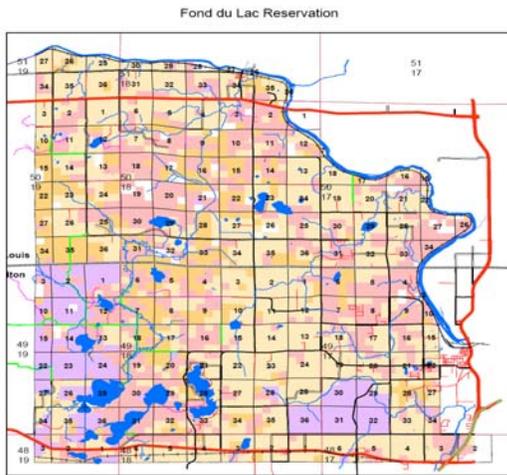
Project staff also reported an increase in Tribal leaders' appreciation for the benefits associated with grassroots economic development as they witnessed successful local business spring up around them. The seven new small businesses created with assistance from AIEDF included a pizza restaurant, flower shop, print shop, coffee shop and mini storage business. The businesses created nine full-time positions and seven part-time positions by the end of the one-year project period.

Project staff reported a noticeable increase in partnership development between corporate business, financial interests and the local rural communities serviced by AIEDF. In one example, IBM invested over \$150,000 in a Business Achievement Center on the Leech Lake Reservation, one of the Project's partners, to facilitate local business development opportunities. These successful partnerships are helping to ensure the Project's sustained impact in AIEDF's partner communities.

"It helped to have someone (AIEDF) who has walked the path before you offering his knowledge and experience".

Tonya DuRoche,
Participating Small Business Owner

FOND DU LAC BAND OF LAKE SUPERIOR CHIPPEWA



Project Title:	Fond du Lac Zoning Development Project
Award Amount:	\$73,825
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 6/30/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- \$9,167 in resources leveraged
- 1 person trained
- 4 partnerships formed
- 2 governance codes/ordinances developed

BACKGROUND

The Fond du Lac Band of Lake Superior Indians was traditionally a nomadic people that fished, hunted, and gathered freely in the present day Great Lakes region. When the LaPointe Treaty was signed in 1854, a permanent reservation was established for the Tribe on land covering just over 100,000 acres.

Today, there are almost 3,900 enrolled members of the Tribe, 1,500 of these members live within the reservation boundaries. Many tribal members live in the surrounding cities of Duluth and Cloquet, Minnesota. Historically, the unemployment rate has been as high as 35 percent, but due to a recent economic boom, the Tribe estimates unemployment has fallen to just

over 9 percent. The Tribe is one of the county's largest employers with over 1,800 people on its annual payroll.

The reservation has experienced a population growth spurt since the late 1980's due to the construction of a casino, gas station, golf course and grocery store. In ten years, the number of people living on the reservation has increased by 35 percent. Due to rapid growth, land has become a valuable commodity. The Tribe's Reservation Business Council has made purchasing land a top priority and uses its financial resources to purchase land as it becomes available.

PROJECT PURPOSE AND OBJECTIVES

Accompanying these land acquisitions, the Tribe recognized the need for regulatory actions and developed this Project to address the "growing pains" associated with the rapid land acquisition strategy. Specifically, the purpose of the Project was to create new zoning ordinances, update existing land use plans and develop a new land acquisition strategy for the Tribe.

The Project's first objective was to hire a zoning administrator and develop a zoning

code to enforce land use controls on the reservation. Staff hired the administrator six months behind schedule due to a change in the position's job description. To address the delay, ANA granted the Project a six-month extension. During the extended timeframe, staff developed drafts of a zoning ordinance and a land use ordinance. Tribal Council adopted the land use ordinance during the Project timeframe.

The second objective was designed to update two existing planning documents: the Economic Development Plan and the Land Use and Management Plan. Staff developed a draft of both plans and at the end of the Project timeframe they were in legal review. Project staff also created an eleven-member Land Use Committee with five staff representatives and six tribal member representatives.

The Project's final objective was to develop a Land Acquisition Plan to implement in conjunction with the Land Use Plan, zoning ordinance and integrated Resource and Management Plan. Staff completed a draft plan, but at the end of the Project timeframe, the document remained in legal review.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The identified beneficiaries of the Project are the tribal community, tribal staff and the surrounding communities. The Project's impact on targeted community members was minimal. The new and improved codes were developed near to the Project's end date and therefore only recently enforced. However, the Project successfully identified land for economic development and coordinated community planning efforts, which may boost cost efficiencies. With the adoption of the new regulations, new jobs will be created in business zones, new homes will be built in residential zones and hunting and gathering will be promoted in protected zones. One community member

commented, "Impacts from this project will benefit future generations to come. Our natural resources will be preserved and our ways of hunting and gathering will be sustained." Community members shared that they recognize the value of this Project for its potential to deliver positive benefits well into the future.

FOND DU LAC BAND OF LAKE SUPERIOR CHIPPEWA



Project Title:	Anokii'indig – Working Together Program
Award Amount:	\$168,600
Type of Grant:	Language
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 5 Native American consultants hired
- 60 elders involved
- 500 youth involved
- \$5,900 in resources leveraged
- 15 people trained
- 13 partnerships formed
- 2 products developed
- 772 Native language classes held
- 300 youth increased their ability to speak a Native language
- 30 adults increased their ability to speak a Native language
- 15 people achieved fluency in a Native language

BACKGROUND

The Fond du Lac Indian Reservation lies in northeastern Minnesota approximately 20 miles west of Duluth. The Treaty of 1854 established the reservation, which spans over 100,000 acres. Approximately 1,500 Indians reside within the boundaries of the

reservation, though there are roughly 3,900 band members.

The Ojibwe language began to diminish in use during the boarding school era of the 1850s through the 1950s. There are currently only four elders living on the reservation who speak fluent Ojibwe. The Fond du Lac Reservation began initial work on language preservation in 1997 by organizing language tables taught by volunteer teachers. However, the language table program had no means of tracking the status of the Ojibwe language. In 2001, the Fond du Lac Reservation conducted an assessment on the status of Ojibwe and determined a strong interest within the community for learning the language.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to create a language program that would revive the use of the Ojibwe language on the Fond du Lac reservation through the development of a curriculum and a language repository.

Objective 1 of the Project's first year was to develop a curriculum for the "Working Together Program". The Project established the Fond du Lac Elder's Language Board, which met on a weekly basis to discuss and

help develop the curriculum. Due to an over-ambitious project scope, the staff was unable to complete the curriculum or proficiency standards within the first year.

Objective 2 was to hire five community language consultants to teach the language and to organize five trips to the Mille Lacs language immersion program in order to incorporate best practices into the curriculum. The teachers taught classes and managed language tables at the community centers on the reservation. The intension behind this objective was also to incorporate master/apprentice methodology into the teaching methods, but staff was unable to complete this activity during the first year.

Objective 3 of the first year was to develop a framework for the Fond du Lac Ojibwe language repository. Project staff determined the types of materials to be archived and developed guidelines for access. However, placement of the repository did not occur until the second year.

Objective 1 of the second year was to complete and implement the language curriculum. The staff completed the language proficiency standards and guidelines, and continued implementing language training sessions. The tribal school assisted in developing and incorporating the master/apprentice goals into the curriculum. Project staff also developed and implemented language immersion activities including the harvesting of maple sugar and wild rice, tracking, beading and snowshoeing.

Objective 2 of the Project's second year was to design a framework for the Fond du Lac Ojibwe language repository. The repository is currently in the Fond du Lac Cultural Center and Museum, and consists of computerized language programs for children and various reading materials.

The Project initially encountered difficulties involving youth participation. The staff overcame this challenge by offering language immersion activities during summer months and encouraging youth participation.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Through this Project, 300 tribal youth learned the language in the Fond du Lac school classrooms and during immersion activities held throughout the year. Four elders also increased their language skills via language tables held at the community centers on the reservation. By teaching the language at the tribal school and in the community, the Project managed to reach both the younger and older generations, reinforcing how important the native language is to the tribal community. Elders taught Native youth during intergenerational activities such as rice harvesting and bead working. One elder commented the Project "lit a fire under the community, and people are waking up to their language and culture."

The language repository will be a valuable resource for the tribal community in the future, as it houses language materials and resources developed under this Project. The Project will be sustained with funds provided by the Tribe and the Fond du Lac school.

GREATER MINNEAPOLIS COUNCIL OF CHURCHES – DIVISION OF INDIAN WORK



Project Title:	Strengthening Native Families
Award Amount:	\$506,422
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- 4 Native American consultants hired
- 15 elders involved
- 600 youth involved
- \$97,805 in resources leveraged
- 367 people trained
- 13 partnerships formed

BACKGROUND

The Greater Minneapolis Council of Churches (GMCC) has battled poverty in the Minneapolis area since 1905 by offering an array of social service programs. The Division of Indian Work (DIW) was initiated in 1952 by ecumenical church leaders, and operates as a nonprofit under GMCC. DIW offers parenting classes, family counseling, tutoring, foster care and cultural activities to Minneapolis-based Native American families.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to increase the parenting skills of Native American mothers through culturally appropriate classes, home visits and community outreach.

The Project's first objective was to implement weekly parenting and prenatal classes to educate Native American parents in life skills, parenting skills and available support services. In preparation for the prenatal class, Project staff adapted the "Way to Grow" curriculum to be culturally appropriate. The Project's Arapaho midwife and Native American doula facilitated 128 prenatal classes during the three-year timeframe with a total of 360 participants. For the parenting classes, staff expanded the "Positive Parenting" curriculum into a sixteen-week course by adding life skills and child development lessons. To enrich the curriculum, staff utilized local Native American elders to reinforce traditional childrearing methods. Staff implemented a total of 132 parenting classes over the course of three years, reaching 367 participants. Both the prenatal and parenting classes met weekly for 2-hours sessions and included transportation, meals and childcare, thereby removing a significant barrier to participation.

The Project's second objective was to conduct regular home visits with Native American mothers to increase healthy births and parenting skills. To complete the objective, Project staff hired two Home

Visitors with counseling backgrounds. The Home Visitors provided parents with additional support and reinforced skills learned in the weekly classes. Home visits also offered a private opportunity to discuss any issues or challenges a client was encountering. Project staff formed partnerships with area social service providers to offer home visit services to court ordered cases of native clients. During the Project timeframe, staff coordinated home services for 361 clients, and conducted a total of 1,093 home visits. Of the 361 clients, 110 were child protection cases, 86 of whom retained or regained their children.

The third objective was to conduct community recruitment and education activities to raise awareness for the prenatal and parenting classes in Minneapolis' native community. Project staff had originally planned to hire an outreach worker to implement the objective, but instead hired a second Home Visitor as outreach activities occurred predominantly during the Project's first year. During the Project's second and third years, it was no longer necessary to conduct outreach as a separate job function, and staff members incorporated outreach and recruitment into their ongoing job activities.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Implementation of the Project created a culturally appropriate set of supportive services for the Native American community of Minneapolis. For all participants, the parenting classes and home visits "provided an opportunity to thrive instead of just survive," according to Carol Ladd, Project Director. Project staff also collaborated with other local support services to strengthen their clients' safety net and broaden the program's impact. Services included the referral of clients to

GED classes and assistance with local housing services. All class participants completed pre- and post-tests through the University of Minnesota, and 93% of clients exhibited an increase in parenting skills.

This high achievement is attributed to the dedication of DIW staff and clients alike. Carol Ladd expressed, "We have high expectations for our clients and we show them that we are willing to help them achieve their goals. Our clients respond to this and they have blossomed." Cathy Colbert, a social services worker in Hennepin County added, "This project is a safety net in a delicate web of severe challenges facing our clients. I make my clients come to this program because I have seen how native families blossom here. Native Americans just don't feel as comfortable in non-native programs, so this program is a needed one and I have been very impressed with the results."

At the conclusion of the Project's timeframe there was no articulated plan for continuing the program. DIW staff had not yet secured additional funding and is reluctant to charge for the services provided.

INDIAN CHILD WELFARE LAW CENTER



Project Title:	Indian Child Custody Project
Award Amount:	\$454,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 4 Native American consultants hired
- 103 elders involved
- 305 youth involved
- \$313,950 in resources leveraged
- 2,445 people trained
- 25 partnerships formed
- 6 products developed

BACKGROUND

Native American children are removed from family homes at a higher rate than any other ethnic group in Minnesota. The Indian Child Welfare Law Center (ICWLC) was formed in Minneapolis in 1993 by Native American leaders and attorneys to preserve, strengthen and reunite Indian families. The ICWLC is a nonprofit organization that provides legal representation to parents, family members, Indian custodians and children who are involved in legal matters governed by the Indian Child Welfare Act (ICWA) of 1978. The ICWLC also serves as a community development resource for ICWA education, advocacy, and public policy.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to create a formal advocacy component within ICWLC, allowing staff to work with Minnesota's counties, court system personnel, and associated service agencies to support the preservation of the Indian family.

The first objective was to increase the accountability and effectiveness of local child protection systems affecting custody of native children. Project staff formed a community collaborative with Hennepin County, Minneapolis American Indian Center and the Minnesota Indian Women's Resource Center to identify service gaps within the state's child welfare protection system and discuss corrective strategies. Project staff was also involved in the Minnesota Supreme Court Children's Justice Initiative to develop culturally appropriate court responses in ICWA cases. Finally, Project staff developed an ICWA bench book that was distributed to all Minnesota judges to ensure ICWA compliance.

The second objective was to raise awareness of unwarranted placement of Indian children in non-Indian homes through education and advocacy. Project staff developed a training manual titled "Relevant Statutes, Rules and

Regulations” which details the policies and procedures of ICWA. Staff attorneys utilized the manual to train 2,445 attorneys, judges, law students, social workers, child protection workers and social services staff. Project staff was also a key participant in eight regional working groups that engaged the Native American community and county child protective services administrators in resolving policy and process issues that impact the placement of Native American children.

The third objective was to promote policy change through community processes designed to improve outcomes for Indian children. Through its involvement with the various collaboratives and working groups stated above, ICWLC influenced positive policy changes that impact legal decisions affecting native youth. Policy changes include defining previously ambiguous concepts such as “existing family doctrine”³ and “expert cultural witness.” Furthermore, ICWLC attorneys successfully lobbied to receive ICWA case summary reports in a timeframe that allows for a comprehensive review process to occur, whereas previously the court distributed reports immediately prior to a case.

Objective 4 was to promote policy change through the appeal of local custody decisions. ICWLC attorneys formed a partnership with a local law firm and received training on the appeals process. Staff attorneys then set criteria for the selection of appeals cases, focusing on the potential impact of the case. Shannon Smith, Executive Director of ICWLC, shared, “ANA funding has allowed us to

select those cases that have the potential to set national precedents.” During the Project timeframe, staff attorneys were involved in the placement decisions of 305 native youth, 47% of whom remained with or were reunited with their families.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Through the work of staff on this Project, the ICWLC established statewide recognition as a critical component of Minnesota’s child protection system. Their collaborations, workgroups and trainings place the ICWLC in a crucial position to lobby on behalf of native children and their families in all state ICWA cases. Hennepin County, which has the largest population of urban Indians in Minnesota, now routinely utilizes a team approach to resolve children’s protective service cases.

The ICWLC also helped to change state policy through its participation in the creation of Minnesota’s 2007 Tribal – State Agreement (TSA). Tribal and state officials, native nonprofits and native community development organizations developed the TSA to provide a mechanism for maximizing the participation of tribes in judicial decisions regarding native children, especially in the prevention of foster placements in non-Indian homes and non-Indian adoptions of native children. The signing of the TSA represents a working relationship between all eleven Minnesota tribes and the Minnesota Department of Human Services for the delivery of child welfare services. The State agreed to apply the protections of the TSA to all native children in Minnesota who are covered by the Indian Child Welfare Act. The TSA protects the long term interests of Native American children and families by maintaining the integrity of the Native American family, extended family and tribal community ties.

³ “Existing family doctrine” addresses whether the statutes of ICWA can be applied for a youth in a particular case, and is based upon if he/she, or at least one parent, has a significant social, cultural or political affiliation with Indian life. The decision is based on factual determination by the court, but may eventually have to be decided by the United States Supreme Court.

LITTLE EARTH NEIGHBORHOOD EARLY LEARNING CENTER



Project Title:	Wicoie Language Immersion Project
Award Amount:	\$325,000
Type of Grant:	Language
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 16 jobs created
- 31 Native American consultants hired
- 125 elders involved
- 150 youth involved
- \$824,613 in resources leveraged
- 44 people trained
- 23 partnerships formed
- 2 products developed
- 16 language teachers trained
- 1,415 Native language immersion classes held
- 72 youth increased their ability to speak a Native language
- 44 adults increased their ability to speak a Native language

BACKGROUND

Incorporated in 1998, the Little Earth Neighborhood Early Learning Center is a Minneapolis-based nonprofit. Its services complement those of its two partner organizations: Little Earth Residents Association and Little Earth of United Tribes Housing Corporation. The three programs combine efforts to improve the

social, economic and systemic issues within the mostly Dakota and Ojibwe native community living in the Minneapolis area.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to create Dakota and Ojibwe immersion classrooms to strengthen native language competency and academic achievement among Native American youth in Minneapolis.

The Project's first objective was to develop and operate a Dakota and Ojibwe language immersion and community engagement program. To implement the objective, Project staff hired sixteen language teachers. Through partnerships procured prior to the Project, staff opened three Little Earth Child Care Center immersion classrooms and two immersion kindergarten classes. Language teachers translated the State of Minnesota's standard kindergarten and pre-kindergarten curriculum and added in cultural lessons to create two sets of culturally appropriate curriculum that taught all required subjects. Project Director Becky Beane shared, "We are not just a language class. We teach all the subjects through Ojibwe and Dakota." During the two-year timeframe, the language staff created language resources to support and enrich each set of curriculum,

including 110 books translated into Ojibwe and Dakota, 22 lesson plans and approximately 60 teaching aides. In most cases, each classroom was staffed by a fluent elder speaker, an apprentice speaker and a certified teacher. Overall, 72 students attended classes during the Project timeframe. Project staff also held Ojibwe and Dakota family lessons once a week at the five immersion sites, broadening the Project's benefits by including students' parents in language activities.

Project staff encountered a challenge in the implementation of the three Childcare Center immersion classrooms. Little Earth policies dictate that youth are only accepted into Little Earth childcare if their parents are receiving financial assistance. In the case of the immersion classrooms, if a student's parents experience an income spike due to a raise, that child becomes ineligible for childcare, and is removed from the immersion classroom. Upon the conclusion of the Project timeframe, staff will introduce a sliding scale of school fees to overcome this challenge.

The second objective was designed to implement Dakota and Ojibwe immersion pathways for the Project's students. Staff established a partnership with the local Anishinabe Academy School (K-12) and developed a plan to implement Dakota and Ojibwe immersion classes. The agreement immediately extends the timeline of current pre-kindergarten and kindergarten classes into elementary school by establishing two 1st grade immersion classes at the Academy. Additionally, the partners agreed to extend this timeline on a yearly basis into middle school and high school classes.

The third objective was to develop a funding plan to sustain Project operations past the awarded timeframe. Project staff authored a funding plan and secured the necessary funds to sustain and, as described in the

previous objective, expand the Project. Through the partnerships, agreements and legislative policy changes made during this Project, staff attracted over \$800,000 in funding to continue the work this Project initiated. Staff also assisted in efforts to designate Dakota as a 'world language', thereby opening doors to future funding opportunities.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

To gauge their academic progress, all pre-kindergarten immersion students were tested against a control group of Minneapolis students using the Individual Growth and Development Indicators, an assessment system that evaluates the effectiveness of a program. A score of 26 is considered 'kindergarten-ready'. The immersion students scored an average of 25.6, while their control group counterparts averaged 14.5. The scores indicate that the immersion students were better prepared for academics and fared better in their overall development. Neil McKay, a Dakota language teacher at the University of Minnesota, expressed, "The great strength of this project is the model we have created. Everyone at every level of the family unit has been involved, and the language is now beginning to take care of us." An Ojibwe teacher at the Four Directions Family Center added, "These children are finding themselves. They are breaking the cycle of cultural loss."

To support the Project's sustainability plan, Minnesota lawmakers passed legislation to create an Ojibwe and Dakota immersion teacher training program at the University of Minnesota. Student-teachers will receive practicum training in the Little Earth immersion classrooms to meet certification requirements.

MIGIZI COMMUNICATION INC.



Project Title:	Running Wolf Family Education Center
Award Amount:	\$778,369
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- 500 elders involved
- 600 youth involved
- \$800 in revenue generated
- \$131,500 in resources leveraged
- 470 people trained
- 9 partnerships formed

BACKGROUND

MIGIZI Communications, Inc. is an American Indian controlled nonprofit located in the urban Indian community within Hennepin County, Minnesota. Running Wolf Family Education Center (RW FEC) is a community center run and operated by MIGIZI for the benefit of the American Indian Community in the greater Minneapolis area. Of the slightly more than 1 million residents within the 45 communities that make up Hennepin County, 18,129 identify themselves as American Indian or American Indian plus another race. Forty-three percent of this population is comprised of children under age eighteen.

The American Indian population is more highly represented in negative health indicators than any other ethnic group in Hennepin County. Amongst the area's adults, the diabetes rate for American Indians is four times higher than the rate for the county as a whole and one-third of the population is obese. Additionally, American Indian students have the lowest rates of educational attainment of all students in the county.

GRANT PURPOSE AND OBJECTIVES

The purpose of this Project was to reconnect American Indian Families in Hennepin County with traditional cultural assets and values by providing healthy, family-based activities. By doing so, MIGIZI staff hoped to strengthen the native community and help it reverse negative health and educational trends.

Objective 1 was to deliver culturally-based health and wellness activities to prevent and control diabetes for 225 native families. To accomplish the objective, Project staff conducted health assessments of all participants and provided them with a tailored weekly fitness schedule. RW FEC staff also sponsored monthly culturally-based health seminars for participating

families and conducted weekly diabetes support groups. By the end of the three-year Project, 295 families participated in health and wellness activities and 116 families received diabetes management and control services.

Objective 2 was to implement fall, winter, spring and summer seasonal camps based on culturally relevant activities. Camp themes included berry picking in the summer and wild rice harvesting in the fall; they were designed to provide Indian and non-Indian families with shared experiences and cross-generational learning opportunities. The “Sugarbush,” or maple syrup, camp held annually in the spring attracted between 400-500 participants. The three other camps regularly received participation from between 200-250 community members. RWFEC utilized its community partnerships throughout the implementation of the camps to assure their effectiveness and sustainability. For example, the Sugarbrush camp leveraged transportation and food as an additional resource and the Mille Lacs Band of Ojibwe provided staff and fluent native language speakers during the summer “Berry Picking” camp. In addition to the camps, staff implemented monthly family nights and cultural activities.

Objective 3 was to provide positive educational experiences and activities to the area’s American Indian youth to contribute to an improved sense of self, family and community. The main component was the creation of personal development plans and portfolios for native youth. This component utilized 5-10 minute video storytelling clips of the participants sharing their stories and individual future goals.

Out of the activities planned for each of the Project’s three main objectives only the evaluation of activities through pre- and post-interviews remained incomplete. This was due to the realization that participants

did not want to complete formal surveys during family nights and cultural events. In lieu of formal surveys, Project staff gathered community feedback in an ongoing manner throughout the Project’s implementation.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

For limited income families, the fitness center provided a place to participate in activities together at affordable prices. One participant was diagnosed with diabetes ten years earlier but was never involved in fitness activities prior to this Project because he could not afford it. Another participant expressed that weight loss had “Helped me with stress. I see major changes in myself and feel better.”

For the community’s families, bonding program activities allowed them to engage in fun events that are a positive means of exchanging traditional knowledge, thereby helping to build stronger family units. In all, 531 separate families were served through these programs.

For participating youth, Project activities provided an alternative to potentially negative behaviors. Youth also had the opportunity to learn drumming and native dancing that eventually led to public performances, promoting self confidence along the way. The after school program computer lab created a place for students to use computers and receive additional assistance with homework.

By the Project’s end, funding was secured to maintain and expand all three of the Project’s main components, ensuring its sustainability and future positive impacts in the community.

MINNEAPOLIS AMERICAN INDIAN CENTER (MAIC)



Project Title:	Indian Child Welfare Act Compliance Project Phase II
Award Amount:	\$450,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 20 elders involved
- \$5,525 in revenue generated
- \$382,191 in resources leveraged
- 123 people trained
- 14 partnerships formed
- 1 product developed

BACKGROUND

Since 1960, the Minneapolis American Indian Center (MAIC) has provided social services, educational programming and cultural art activities for over 36,000 American Indians living in the Seven Counties Twin Cities metropolitan area in Minnesota. MAIC annually serves more than 20,000 people through its seven funded programs and community events held at the center, including programs for elders, chemical dependency, youth and the Indian Child Welfare Act (ICWA).

Under a previous project from ANA, MAIC upgraded an internet-based, case management / ICWA compliance tool called QUICWA. Among its uses, QUICWA allows users to track child placement histories; monitor ICWA compliance; track

notice requirements and the provision of qualified expert testimony; record tribal recommendations, case plan updates, and hearing notes.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to build upon achievements from the previous project and further MAIC's ultimate goal of reducing ICWA non-compliance through the use of QUICWA. Specifically, staff aimed to have this Project as a test-pilot to demonstrate how QUICWA can be used by tribes and other stakeholders involved in the ICWA process.

The Project's single two-year objective was to conduct a compliance study of existing ICWA cases from county and state agencies in North and South Dakota. Due to county and state agency concerns over case confidentiality, MAIC was unable to secure the use of data from their existing ICWA cases as sources for its baseline data information. As an alternative, MAIC eventually secured data compiled by participating tribes on active cases from the Project's first year.

In addition to the baseline study, MAIC tribal liasons attended over 500 ICWA hearings and provided over 400 ICWA

recommendations to the different state court systems. MAIC tribal liasons entered case data into the QUICWA database and its technical staff assisted test-users to identify and resolve any software “bugs” they encountered. Project staff also helped tribes use the software to create ICWA compliance “report cards” for targeted counties. Finally, staff conducted a process and impact evaluation of the software in order to improve and monitor compliance and make recommendations for changes. The evaluation includes a review of the perceived usefulness of the upgraded QUICWA system and the extent to which it is being used in partner tribes. All respondents agreed the QUICWA system is a very useful tool for ICWA case monitoring. Four of the six participating tribes either fully support QUICWA or are already using it consistently.

A challenge arose during implementation as some of MAIC’s partnering tribal organizations lacked the computers, staff and technical knowledge necessary to utilize QUICWA software. In response, MAIC Project staff conducted on-site technical trainings and brought pre-loaded software packets to load onto partner computers.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The major achievement was the successful demonstration of QUICWA’s usefulness as a compliance and monitoring tool for ICWA cases. Project staff hope this success will soon be followed by orders for QUICWA software and its increased use throughout the U.S.

Tribes participating in the Project enhanced their capability to quickly identify tribal member families that become engaged in the judicial system. Using QUICWA software, tribal liasons are able to record and report to courts on positive domestic environments, answer questions for families more quickly,

and assist social service agencies to find necessary case contact information. This knowledge has given the tribes the ability to help ensure ICWA compliance for families living across county and state lines.

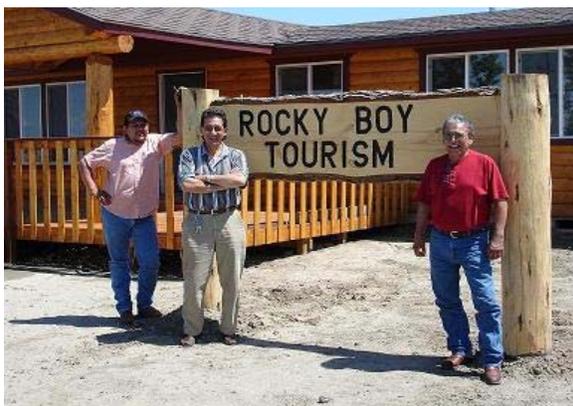
Project staff report that QUICWA is improving county and court compliance with ICWA regulations through consistent tracking and documentation. Therefore, Indian families involved in family and youth court proceedings are more likely to be protected by the appropriate provisions of ICWA. As a result, fewer families are permanently separated and, when they are, children are placed with Indian families whenever possible.

Project staff also report that QUICWA is facilitating improved outcomes for American Indian families by increasing the impact of the tribal voice, or tribal court system, in the ICWA process. As Indian families move outside of their traditional communities they are more likely to move into urban or other rural communities that are not familiar with ICWA. QUICWA greatly improves the ability of tribes to ensure judicial systems and social service organizations are informed of ICWA when engaged with these relocated tribal families.

“By keeping our children with Indian families, we maintain the circle of culture.”

Sheri Riemers – Program Director

CHIPPEWA CREE TRIBE



Project Title:	Rocky Boy Parks and Recreation Project
Award Amount:	\$514,614
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 3 businesses created
- 25 elders involved
- 180 youth involved
- 50 people trained
- 88 partnerships formed
- 8 products developed
- 3 environmental codes/regulations/ordinances developed

BACKGROUND

The Rocky Boy's Indian Reservation is located in northern central Montana, just south of Havre, and currently spans 121,957 acres. Established by an Executive Order of Congress in 1916, it was the last Indian reservation designated in the state. There are 5,744 currently enrolled Tribal members, 3,100 of which live on the reservation. Rocky Boy's has been home to both the Chippewa and Cree tribes since its establishment.

The tourism sector in Montana is a \$2.2 billion industry from which the Chippewa Cree Tribe currently collects roughly \$185,000 a year. 36% of tourists polled in

the state indicated they would like to have a Native experience during their travel to Montana. The Chippewa Cree Tribe strives to take advantage of its location and the burgeoning tourism industry by promoting camping, skiing, hiking, and other recreational activities on the reservation.

The Tribe has been attempting to zone the entire reservation for over 10 years due to some concerns over future expansion. The current population of the reservation is expected to double in the next 20 years, but there is no plan in place to accommodate for this increase. There are also no measures in place to protect sacred sites.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to improve the tribal infrastructure to more effectively manage land use and increase eco-tourism opportunities.

The first objective was to inventory all current recreational sites and attraction land, develop zoning parameters to protect all resources within those identified lands, and develop a rate and permitting system for use of the sites. The Tribe gathered information on current land use, existing codes and other resources within the Tribe. Surveyors conducted extensive satellite mapping on all

recreational sites and produced maps indicating trails and other details. Project staff modified and amended existing codes and developed new ones to address issues pertinent to protecting cultural and natural resources while also establishing operating parameters for a parks and recreation program. The new Parks and Recreation code incorporated this information, and Project staff presented it to the Chippewa Cree Business Committee, which approved the code in September 2007.

Project staff took measures to ensure the community and other Tribal departments had opportunities to provide input and feedback on proposed codes. Project staff felt it was especially important to obtain agreement on the appropriateness of sharing cultural knowledge and resources. In addition, staff helped the community to understand the impact tourism would have on community life.

The second objective was to establish and operate a visitor/interpretive center and develop marketing materials and a database of recreational visitor information. The Project rehabilitated a house donated by the Housing Authority for use as the visitor/interpretive center. The location for the unit is on the main highway between Great Falls and Havre, a strategic site which draws in many customers and will help with outreach and marketing. Project staff developed a marketing methodology accompanied by related materials for existing or new businesses created under the Project. The Project staff created six brochures and one CD for distribution at the visitors center, and through partner organizations in Havre and at the state level.

A major challenge was encountered when the housing unit designated the visitor's center was unavailable until ten months into the Project. However, Project staff developed all marketing materials and,

despite the delay, it opened in the summer of 2007.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project advanced the Tribe's ability to govern its natural resources from both preservation and economic development perspectives. According to Jason Belcourt, the Project Coordinator, it was very important to keep the community involved in the Project to ensure they understood what increased tourism involves and how it will affect daily life on the reservation. The sites and their assets are now mapped and cataloged, and the visitor's center established and functional. The Project developed marketing materials and a business plan. Project personnel attended various networking opportunities with state, local and tribal organizations and obtained technical or marketing assistance. Finally, the Project created three businesses directly related to recreational eco-tourism.

FORT BELKNAP COLLEGE



Project Title:	Fort Belknap Entrepreneurship Development Project
Award Amount:	\$266,760
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Tribal College

PROJECT SNAPSHOT

- 7 jobs created
- 6 businesses created
- 1 Native American consultant hired
- 6 elders involved
- 220 youth involved
- 4 people trained
- 20 partnerships formed

BACKGROUND

The Fort Belknap Reservation is located in northern Montana, and is the home of the Assiniboine (Nakoda) and Gros Ventre (White Clay) people. There are over 5,200 enrolled community members, of which 2,900 reside on the reservation. Fort Belknap has historically suffered from high unemployment rates, ranging from 80% in 1980 to 54% in 1992. Today, the Bureau of Indian Affairs calculates the Tribe's unemployment rate at 70%. Most of the available jobs stem directly from government-funded programs, such as Indian Health Service and the Bureau of Indian Affairs, or are seasonal in nature. Tribal members also have an extremely low per capita income, \$8,150, and 36.5% of

families are currently living below the poverty line.

Fort Belknap College is a tribally controlled community college located within the borders of the reservation. It was chartered in 1984 to provide post-secondary educational opportunities for its community members. The College's Small Business Development Center oversaw the implementation of this Project.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to increase economic self-sufficiency on the Fort Belknap Reservation by promoting entrepreneurship.

The Project's first objective was to increase the financial literacy and management skills of 200 local students and create an active American Indian Business Leaders (AIBL) high school chapter. To complete the objective, Project staff hired a Computer Literacy Specialist and a Business Workshops Instructor. The Project team delivered 25 hands-on financial literacy workshops to 183 local elementary, junior high and high school students during the two-year timeframe. The instructors incorporated a charity component to complement the workshops by giving each

student a piggy bank divided into save, spend, donate and invest sections. Participating students spearheaded a charitable donation drive for Heifer International, a nonprofit organization dedicated to relieving global hunger and poverty. To gauge progress, the students completed pre- and post-tests, and results indicated that the workshops strengthened their financial literacy skills. The high school students did not follow through with the creation of an AIBL chapter within the Project timeframe, but Project staff identified two Fort Belknap College business students to act as mentors and lead the chapter's creation in the upcoming school year.

The second objective was to offer a series of business, financial and computer courses to a total of twenty college students/potential entrepreneurs and create an AIBL College Chapter. The Project team delivered 28 courses to 305 college students and 75 community members interested in entrepreneurship. A group of college students completed a business plan to develop an on-campus café. Six community members completed business plans and went on to create their own businesses, which included a thrift store and a silk-screening business. Finally, nine interested students formed an AIBL college chapter, and held meetings throughout the Project's two-year timeframe. The chapter remains active, and members present the AIBL mission at Fort Belknap College orientation events to recruit new students each year.

The Project's third objective was to provide enhanced business incubator services and technical assistance to a total of twelve local small business owners. Project staff provided business management counseling services to 31 local entrepreneurs and small business owners on a drop-in basis. The services offered, such as revising business plans, developing contracts and applying for

loan packages, did not extend into a business incubator program. However, Project staff and four local businesses formed a Fort Belknap Tourism Committee which provided peer support and established a foundation for a planned Fort Belknap Tourism Center.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

For the Fort Belknap youth participating in the workshops, post-tests indicated that their participation in the Project increased their awareness of the local economy, such as how money spent outside the reservation depletes its economy. The tests also indicated that the youth developed financial literacy skills, which spurred 30 students to open bank accounts at the local credit union.

For the Fort Belknap community, the creation of six new native-owned and locally-based businesses has diversified and enriched the local economy. This development also ensures that money spent at these businesses remains within the Fort Belknap community - a concept that generates positive economic impacts.

Fort Belknap's Small Business Development Center expanded its staff through this Project, which broadened its ability to consult local businesses on pursuing expansion loans, filing taxes, writing business plans, creating a marketing plan and forming budgets. The College has committed funds to retain the staff, ensuring that the Center will continue to be a vibrant space where the Fort Belknap business and entrepreneur community can enjoy the services offered by this Project. Carole Falcon-Chandler, Fort Belknap College President, concluded, "To make long term community change, it was important that the Project included our youth, our current business owners and future entrepreneurs."

FORT BELKNAP COLLEGE



Project Title:	Speaking White Clay Language Immersion Project
Award Amount:	\$517,997
Type of Grant:	Language
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribal College

PROJECT SNAPSHOT

- 3 jobs created
- 2 Native American consultants hired
- 20 elders involved
- 710 youth involved
- \$1,511 in resources leveraged
- 6 people trained
- 31 partnerships formed
- 3 products developed
- 6 language teachers trained
- 600 Native language immersion classes held
- 14 youth increased their ability to speak a Native language
- 7 adults increased their ability to speak a Native language
- 14 people achieved fluency in a Native language

BACKGROUND

The Fort Belknap Reservation spans 675,147 acres in northern Montana, and is the home of the Assiniboine (Nakoda) and Gros Ventre (White Clay) people. There are

over 5,200 enrolled community members, of which 2,900 reside on the Reservation. At the time this project was proposed, about eight fluent White Clay speakers remained.

Fort Belknap College is a tribally controlled community college located within the borders of the reservation. It was chartered in 1984 to provide post-secondary educational opportunities to community members. The College oversaw the implementation of this Project.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to ensure the survival and vitality of the White Clay language by creating a Gros Ventre immersion classroom.

The Project's first objective was to establish the White Clay Immersion School, with fifteen students completing three years of instruction and achieving fluency. In preparation for the school opening, Project staff convened an eight-member Advisory Board, consisting of elders and language program staff, which provided ongoing oversight and direction for the White Clay classroom. Staff hired two immersion classroom teachers, and involved them in partner-led professional development

trainings which covered topics such as immersion classroom management and native language teaching methodology. For classroom instruction, Project staff translated the standard state curriculum into White Clay. Fourteen students completed three academic years equivalent to 2nd, 3rd and 4th grade instruction. Guest speakers from the Tribe and fluent elders enriched daily classroom activities and ensured classroom instruction maintained a native focus. At the conclusion of each academic year, each student's progress was assessed informally through a series of "Language Bowls", where students competed to showcase their language skills and subject knowledge. Each student was also formally assessed through the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a set of standardized, individually administered measures of early literacy development.

The Project's second objective was to host an intensive four-day White Clay language and cultural immersion camp. For each of the Project's three years, camp activities consisted of traditional games and presentations on the cultural history of the Gros Ventre and Assiniboine people. Over 150 community members participated each year in camp activities.

The third objective was to develop and broadcast radio programs in White Clay to the tribal community. Project staff and immersion students developed weekly programs that were delivered via KGVA radio, Fort Belknap's reservation-based radio station. Programming included the White Clay word-of-the-day, seasonal topics such as Christmas carols in the White Clay language, live broadcasts of the culture camps and public service announcements.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project created a new generation of White Clay speakers. There is now a core

group of fourteen fluent White Clay youth in the Fort Belknap community, a development which has produced far-reaching effects. Ina Nez Perce, mother of a White Clay student, shared, "The youth have learned to be confident in themselves and to be proud of who they are. The classroom is a very positive environment." Lynnette Chandler, Project Director and White Clay teacher, shared, "These fourteen youth are now the strongest White Clay speakers on our reservation. They are held in such high regard that they are invited to speak at traditional ceremonies." The youth have also shared their language skills with their parents. Bonnie Bentley, mother of a White Clay student, expressed, "We are learning our own history, language and culture right alongside our children". Finally, the yearly tests indicated that not only did each student become fluent in White Clay, but the academic skill levels of every student tested at or above grade level.

Beginning in 2007, Project staff will implement an ANA project to expand the White Clay Immersion School. Project staff will develop and implement curriculum for 5th and 6th grade classes, as well as expand the number of students served. Tribal elders and community guest lecturers have committed to continue donating their time to enrich the school's learning environment. Additionally, an agreement with the local public school is in place for the White Clay students to return should future funding not be secured or if the students graduate from the immersion classroom.

Overall, the combination of an immersion classroom, summer camps and radio programs produced positive results which serve as a replicable model for Indian Country. Carole Chandler, Fort Belknap College President, concluded, "Other tribes can do what we did. We created the school we dreamed of, and we were rewarded with young speakers of White Clay."

STONE CHILD COLLEGE



Project Title:	Stone Child College Cree Language Preservation Project
Award Amount:	\$144,810
Type of Grant:	Language
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribal College

PROJECT SNAPSHOT

- 2 jobs created
- 3 Native American consultants hired
- 20 elders involved
- 3 youth involved
- \$14,446 in resources leveraged
- 9 partnerships formed
- 2 products developed

BACKGROUND

The Rocky Boy's Indian Reservation is located in northern central Montana, and currently spans 121,957 acres. The Reservation was established by Executive Order of Congress in 1916 and was the last Indian reservation designated in the state. There are currently 5,744 enrolled Tribal members, 3,100 of which live on the reservation. Rocky Boy's has been home to both the Chippewa and Cree tribes since its establishment, and intermarriage between the two tribes created the unique Chippewa-Cree Indians. Stone Child College is the tribally controlled college of the Chippewa-Cree.

Cree is now the official language of the

Chippewa-Cree Tribe, as the Chippewa language has become virtually extinct on the Reservation. There are currently no other native groups in the United States who speak the Cree language. Only a handful of elders on the Rocky Boy's Reservation speak the language fluently, which emphasizes the severity of the language loss.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to help preserve the Cree Language for the Rocky Boy Community through the creation of a curriculum for use in immersion camps and family classes.

The first objective was designed to create an immersion camp curriculum for school age children. Through the implementation of this objective a four-part curriculum was proposed, focusing on areas of Cree culture: 1) the Cree creation story and family roles; 2) traditional skills such as hunting, food preparation, traditional herbal nomenclature, and crafts; 3) gender roles; and 4) Cree spirituality and traditional wisdom. The Project staff, including three elder retired teachers, completed all parts of the curriculum, and the materials developed included pre- and post-tests, lesson plans

and training materials. These products underwent rigorous review prior to approval by the tribal elders and the culture committee.

Objective 2 was to design and develop curriculum for family classes. Through the College, the classes were designed for family units including grandparents, parents and children, providing an intergenerational learning experience. The topics covered in each of the four parts of the curriculum are: 1) intergenerational interactions including family terms and greetings; 2) commands; 3) commands in a household setting; and 4) the natural world including local environment, flora, fauna and weather. The Project staff completed all proposed activities and developed the family class curriculum. Again, the staff extensively researched the materials, which underwent intense scrutiny by tribal elders and the culture committee.

The major challenge in the development of these curricula involved working with the culture committee. It was at times difficult to reach a consensus regarding whether or not to include sensitive cultural issues and spiritual material in the curriculum. Additionally, with so many elders involved in the Project, health became an issue. Some delays occurred due to periodic illnesses of some of the Project participants. For example, there were delays in the development of a training unit for the curricula and pre- and post-tests, though staff members did manage to complete these materials by the end of the Project.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

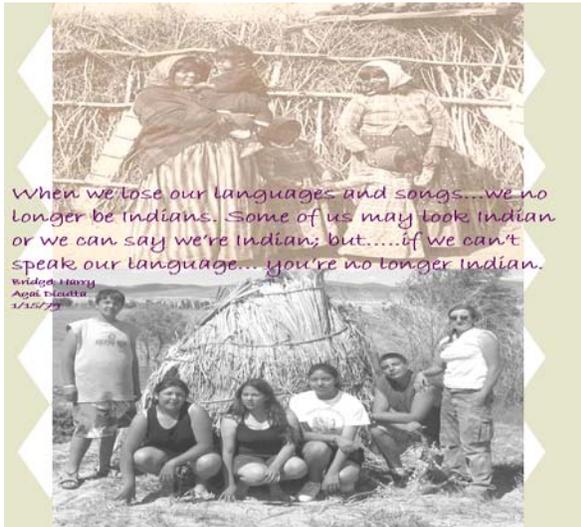
The Project helped the Tribe preserve traditional knowledge and created tools for teaching the language. Project staff created versatile curriculum units to apply to either a summer immersion camp or a class setting, thereby increasing the sustainability of the Project. The Project also created a

standardized template ensuring that each unit included the same components. In addition, the Project leveraged funding and resources from other interrelated tribal programs to implement other activities such as a language conference and summer immersion youth camp.

“This Project provided the community with a template for preserving our language and culture. It also provided a Cree language symbols writing system.”

Wilma Windy Boy,
Project Coordinator

WALKER RIVER PAIUTE TRIBE



Project Title:	Walker River Paiute Tribe Yadaua Language Design and Implementation Program
Award Amount:	\$448,772
Type of Grant:	Language
Project Period:	9/30/2003 – 7/31/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 2 Native American consultants hired
- 15 elders involved
- 100 youth involved
- \$216,224 in resources leveraged
- 50 people trained
- 16 partnerships formed
- 7 products developed
- 1 language survey developed
- 100 language surveys completed
- 4 language teachers trained
- 800 native language classes held
- 100 youth increased their ability to speak a native language
- 25 adults increased their ability to speak a native language

BACKGROUND

The Walker River Paiute Tribe counts 2,172 enrolled tribal members, the majority of whom live in Nevada. Over the past 100

years, factors such as the influx of non-Indians, mixed marriages between members of different tribes or races and federal assimilation policies has led to the deterioration of the Paiute language. In a recent survey, the Tribe discovered that only ten fluent speakers remained, and all were of advanced age. Concerned about the loss of their language, the Tribe has sponsored the Numu Yadaua (The People Speak) Project since 1997.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to preserve and retain the Agai Dicutta language of the Northern Paiute language family.

The Project's first objective was designed to develop an Agai Dicutta language program and dictionary using information gleaned from interviews of the Tribe's remaining fluent speakers. Staff interviewed the ten remaining Paiute speakers using tape recorders and camcorders and entered the interviews into a computer program, utilizing the information to develop a language curriculum and a dictionary. Sadly, by the end of the Project's timeframe,

eight of the ten fluent speakers had passed away.

The second objective was to implement intergenerational Paiute language classes in the community. Project staff taught approximately 800 language classes to local kindergarteners, 5th-8th graders and an elders' group that met to improve language learning and speaking. In all, staff taught Paiute to 125 community members, 100 of whom were youth.

The Project's final objective was to archive its language materials for the development of a comprehensive Paiute language program, including a documentary film, website and a language resource library. Staff archived tribal language materials on CDs and developed videos, audiotapes, dictionary reading books and a newsletter. By the Project's end, staff had not completed the language website, but was consulting with a regional university to complete the objective. Through the Project, sixteen partnerships were fostered with neighboring Paiute language programs, and the sharing of the newly developed language materials took place.

The Project's main challenge was a delayed start resulting from the late hiring of the Project Director. To ensure Project success, ANA granted a ten-month extension.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project implementation brought youth, parents and elders together to share stories, history and cultural traditions. Parents interacted with their children while assisting them with language learning exercises. Youth are now approaching their grandparents to learn words, history and traditional customs, thereby strengthening family relationships. Tribal elders expressed relief knowing the language and culture will live on in the youth.

Implementation of the Project allowed tribal youth to become familiar with traditional religious practices and repatriation activities during language classes. Students and parents reported increases in self-esteem. Tribal members shared that prior to the Project, there was a prevalent feeling that something was missing in the souls of the people, specifically the lack of language and culture essential to identity and tribal integrity. Tribal members reported the Project revitalized the Paiute language as well as their sense of cultural identity by bringing back traditional ways and values. One parent of participating children reported, "Without this program we wouldn't have our language."

"Inside the community there was an awakening, or realization, of how desperate we [on the reservation] are for saving our language."
 Project Staff Member

WASHOE TRIBE OF NEVADA AND CALIFORNIA



Project Title:	Washoe Environmental Regulatory Enhancement Project
Award Amount:	\$199,874
Type of Grant:	Environmental
Project Period:	9/1/2003 – 1/31/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 11 people employed
- 25 elders involved
- 10 youth involved
- \$154,450 in resources leveraged
- 82 people trained
- 4 partnerships formed
- 1 product developed
- 4 environmental codes/regulations/ordinances developed
- 4 environmental codes/regulations/ordinances enforced

BACKGROUND

The Washoe Tribe's traditional homeland surrounds Lake Tahoe in Nevada, their spiritual center. The Tribe inhabits four geographically separated communities stretching over 65,000 acres in three counties and two states. The Washoe Tribe counts approximately 2,000 currently enrolled members.

In 1994, the Washoe Tribal Council passed the Comprehensive Land Use Plan. The

fundamental goal of the Plan was to enable the Washoe people to return to their traditional lands surrounding Lake Tahoe. In meeting this goal, the Tribe planned to mitigate the impact of commercial, residential and industrial development adjacent to their lands through the return to traditional stewardship practices on Lake Tahoe and by continuing to expand the application of Washoe stewardship throughout their homeland. To achieve this ambition, the Washoe Tribe desired to solidify its self-governance in the environmental regulation field.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to revise the Tribe's existing environmental codes, write new regulations to more effectively implement the codes, and hire two Environmental Rangers for enforcement.

The Project's first objective was to collaborate with Tribal Council, Tribal members and legal, court and law enforcement staff to revise existing environmental codes. Project staff developed four codes: animal control, water quality, property maintenance and off-road closure to vehicles. The Tribe's legal staff

reviewed and finalized the codes and Tribal Council formally adopted them.

The second objective was to hire two Environmental Protection Rangers and to develop memorandums of agreement (MOAs). These MOAs were to be between the Bureau of Indian Affairs, Bureau of Land Management, Environmental Protection Agency and the Washoe Tribe as to the environmental enforcement abilities and responsibilities for each agency on the public lands adjacent to tribal lands. Project staff endured a lengthy hiring process for the Rangers, due to the unique law enforcement and environmental expertise necessary to qualify for the position. The prolonged vacancies necessitated a two-year extension from ANA. Once hired, Project staff and Tribal Police trained the Rangers to enforce the Tribe's environmental codes and ordinances. The difficulties in hiring for these positions limited Project outcomes. Finally, Project staff held meetings with the organizations stated above and partnered with them to train the Rangers, but it is unclear whether formal agreements have been signed.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Washoe Tribe created two new law enforcement positions to combat environmental degradation on both reservation and allotment lands in Northern Nevada. The Rangers reduced the numbers of fuel wood and wild game poachers on the Washoe Pine Nut Allotments, as well as squatters illegally trespassing on these lands. The Rangers were also instrumental in mapping the Tribe's allotments in an effort to better understand accessibility and fire management issues.

At the community level this project has assisted in the protection of the many cultural and environmental resources found throughout the tribal land. The closure code

developed and implemented by project staff has halted off-road vehicle access to a fire-damaged area allowing the affected land to regenerate. The Rangers, with assistance from Tribal Police, enforced the property maintenance code which began to clear tribal land of derelict automobiles. This code's enforcement has improved aesthetics, groundwater purity and child safety. The community has also benefited through the elimination of clandestine methamphetamine labs on Washoe land.

Jimmy Levi, the Tribe's Environmental Coordinator, concluded, "The Washoe Environmental Protection Department wants to send a clear message that we will not stand for the desecration of our lands and resources, and to let all violators know that your days are numbered."

NA'NIZHOOZHI CENTER



Project Title:	Nanish Work Wraparound Project
Award Amount:	\$1,295,209
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 31 jobs created
- 20 elders involved
- 18 youth involved
- \$51,800 in resources leveraged
- 18 people trained
- 41 partnerships formed
- 1 product developed

BACKGROUND

The Na'nizhoozhi Center, Inc. (NCI) was established as a native nonprofit in 1992 in Gallup, New Mexico. NCI offers programs and services tailored to chronic alcoholics and people in crisis, and partners with local agencies to reduce public intoxication in western New Mexico. NCI serves 18,000 clients annually (6,000 non-duplicated), positioning the program as the largest provider of residential substance abuse treatment in the country. Of those served, 99% are Native American.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to provide employment guidance and job search

assistance to recovering alcoholics and addicts. The Project staff's approach aimed to develop an employable clientele, and included job-readiness, motivation and life skill assessment; case-management services; resume writing and interviewing assistance; and residential cottage industry training opportunities.

The Project's first objective was to implement a 4-6 hour pre-employment strategy for clients in NCI's protective custody program. To complete the objective, NCI trained eighteen staff members in job-counseling and case management strategies and techniques. The trained staff then designed a culturally-relevant skills assessment and job-interest profiling tool. Every client completed the tool upon their release from NCI to gauge their interest and ability to engage further in the Project's activities. Overall, 109 clients chose to be further involved in the Project.

The Project's second objective was to provide a fourteen-day pre-employment boot camp for the clients progressing on from the first objective. Staff members led daily workshops on skills assessment, resume and cover letter development, completing job

applications, job search methods and techniques, and mock interview sessions. Staff also purchased equipment for the development of a computer lab, and led training sessions on basic typing and internet searches. NCI also developed a partnership with Gallup Express, the local bus system, so that clients were able to travel to and from job interviews at no charge.

The third objective was to continue case management services for clients in need of additional treatment, training, referral or support after the initial employment search. Project staff provided this assistance to clients by writing letters of recommendation, conducting housing searches, partnering with clothing organizations that provide appropriate dress for job interviews, and teaching money management skills. Clients' needs were also coordinated with NCI's existing treatment services and focus groups in order to provide ongoing sobriety support.

The fourth objective was to stimulate the Gallup community to employ Project graduates. Staff approached numerous local businesses to discuss the objectives of the Project and initiate employment partnerships. Staff members also coordinated activities with local Native business associations to expand the network of potential employers. A major challenge faced by staff was the initial reluctance of employers to consider hiring NCI clients struggling with alcoholism. This hesitancy was overcome as NCI built up a base of client success stories to share with potential employers. Overall, NCI created 41 partnerships with employers in both the formal and informal sectors.

While staff achieved the planned objectives, there is no articulated strategy for sustaining the Project. Staff members have been unable to procure additional funding to continue Project activities, although they

continue to research external funding opportunities.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Of the 109 clients served, 22 were employed or in college at the end of the Project timeframe - a high rate of success with an at-risk population prone to recidivism. NCI clients attributed their success to the guidance and training of the Project staff, most of whom were previous NCI clients. Staff members became role models to their clients by advocating on their behalf to potential employers, following through on promises and maintaining their own sobriety. NCI clients also praised the Project activities, which paired opportunities for personal growth and development with needed alcoholism treatment services. Eric Benali, an NCI client who recently passed the civil service exam to become a firefighter, shared, "The ANA Project was strength-based. The staff encouraged me to focus on my positive qualities."

NCI Project staff engaged in counseling and case management trainings which served to further their own professional development and strengthen the Project's overall impact. The Project advanced NCI's ability to provide a wide range of services to a client base that is historically difficult to serve. NCI also benefits from the client success stories developed under this Project's activities. Staff members shared that these successes have served to expand and strengthen NCI's reputation as a service capable of augmenting the reformation of Native American livelihoods.

"Our clients were untouchables. This project made them feel needed."

Billy White Boy,
NCI's Education Director

PUEBLO OF LAGUNA



Project Title:	Utility Authority Operationalization Project
Award Amount:	\$935,556
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribal Nonprofit

PROJECT SNAPSHOT

- 30 jobs created
- 1 business created
- 120 elders involved
- 2 youth involved
- \$824,142 in revenue generated
- \$4,523,000 in resources leveraged
- 15 people trained
- 10 partnerships formed
- 3 products developed
- 2 governance codes/ordinances developed
- 2 governance codes/ordinances implemented

BACKGROUND

The Pueblo of Laguna Reservation encompasses 533,000 acres of land 45 miles west of Albuquerque, New Mexico. The reservation is currently home to over 4,200 Pueblo community members concentrated in six villages: Laguna, Mesita, Pagate, Encinal, Seama and Paraje.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to transition from tribally-run water, wastewater and solid waste utility services to a stand alone Utility Authority (UA) with a single, fully trained management and support organization. The goal was to become self sustaining through the collection of utility service fees by the end of the Project timeframe.

The Project's first objective was to obtain the capital equipment necessary to operate the UA effectively. Project staff procured and installed all necessary software and furnishings within office space provided by the Tribe. Project staff, as well as the UA itself, has continued to grow over the Project timeframe and are now contemplating expansion into a larger facility to meet this growth.

The Project's second objective was to staff the UA with Pueblo community members to develop sustainable employment opportunities. Thirty positions were filled over the Project's timeframe, including one General Manager, ten accounting and administrative positions, and nineteen field operation positions. Twenty-four of these hires were Pueblo tribal members and three

were of other native backgrounds. All 30 positions will be retained by the UA upon the conclusion of the Project’s timeframe.

Objective 3 was to establish and implement UA staff training to ensure effective utility operations and services. Fifteen UA employees received management, administrative and operations training to fully and effectively manage the day-to-day operations of the water, wastewater and solid waste services provided to the Pueblo community.

Objective 4 was to develop policies and procedures to ensure consistent utility operations and services. Project staff developed internal policy manuals for personnel safety training, personnel policies and procedures, and accounting policies and procedures. Staff also developed procedural manuals for collection of customer information, meter reading/billing/collection, purchasing, accounts payable and receivable, operation and maintenance, construction and expansion, emergency response, and customer technical assistance and communications. The completed manuals allow the UA full operational control over all aspects of day-to-day business.

Objective 5 was to establish and maintain a competitive rate structure to meet Pueblo member and business needs. A pricing study was completed and a sustainable rate structure was developed for both residential and commercial users of water, wastewater and solid waste services. The challenge of this objective was to establish residential and commercial community support for the change, as the Tribe had previously paid the costs of these services in full. UA staff therefore developed and implemented a five-year plan to ramp down the percentage of fees paid by the Tribe and ramp up the fees paid by customers. This rate plan is currently in its first year of implementation

with the Tribe paying 80% of the fees and customers paying 20%. Fee collection will continue to climb for the next four years as the customer payments are ramped up to 100%. A sliding scale of fees has been instituted for those with fixed or low incomes.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project has advanced the Tribe’s ability to efficiently and effectively manage utilities within the service area. The centralized infrastructure of the UA has improved the services offered, via the implementation of a plan for preventative maintenance on water towers and associated infrastructure. Staff also shared that waiting time for residential repairs has been reduced and that the number of blackouts and power fluctuations to local businesses has been lessened due to centralization of services. Additionally, the UA connected fifteen households and two local businesses to services and increased services to 106 households.

The \$824,142 in fees collected by the UA during the Project timeframe allows it to be self-sustaining and to continue to improve services to customers. The fees provide the Tribe with the ability to utilize dollars that were previously subsidizing residential and commercial customers in more critical areas of need, such as road development.

Project staff has also embarked on a conservation education drive, teaching community members about their meters and instilling the lesson that the less you use, the less you pay. The UA has also begun to launch studies on renewable sources of energy, such as wind. They were also awarded a grant to provide broadband access to all six Pueblo communities, further signifying the strengthened capacity of the UA.

LUMBEE REGIONAL DEVELOPMENT ASSOCIATION



Project Title:	Development and Operation of Arts and Crafts Retail Store
Award Amount:	\$408,366
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 2 businesses created
- 1 Native American consultant hired
- 20 elders involved
- 50 youth involved
- \$87,552 in revenue generated
- \$35,886 in resources leveraged
- 6 people trained
- 20 partnerships formed
- 4 products developed

BACKGROUND

The Lumbee Tribe is located approximately 120 miles south of Raleigh, North Carolina. Current tribal enrollment is over 50,000. The area is completely rural, with the largest town hosting a population of fewer than 10,000. The population is dependent on a declining agricultural economy, causing additional strain to an area that has also lost over 8,000 manufacturing jobs in the past ten years.

The Lumbee Regional Development Association (LRDA), created in 1968 and

headquartered in Lumberton, studies the needs of, and provides services for, the Lumbee Tribe. The organization offers a wide range of services and economic development projects aimed at overcoming the high unemployment rate in southeastern North Carolina.

Many of the arts and crafts vendors in the area suffer from the lack of a market for their products, forcing them to rely on seasonal festivals and pow-wows for income. This also requires a great deal of travel, which many elderly artisans are unable to accomplish. A 2005 meeting between the LRDA and 50 local vendors and artisans determined that the creation of a Lumbee arts and crafts store would greatly benefit the community.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to open a Native American arts and crafts store to market a wide range of products from local native artists. The Project also sought to create three retail sales jobs for the store and 24 part-time jobs for local craftsmen.

The Project's first objective was to open the store and make it a profitable business venture. Other components of this objective

include providing job training for the staff, creating twelve part-time jobs for local artisans and implementing a marketing campaign. The Project Director selected the store site and signed the lease agreement after some initial setbacks involving the location of the store. Originally, the Project staff intended to establish the store adjacent to the Visitor's Bureau right off of I-95. However, the space was no longer available, forcing relocation to a local shopping center. Using a local jewelry store as their model for layout plans and furniture needs, Lumbee Creations opened on schedule in March 2006. The high-value items in the store, approximately 45% of the stock, are on consignment, alleviating the need for the store to front the money required to purchase them from the craftsmen. Project staff developed consignment forms to allow the artists to set the price of their products. If they do not sell within 90 days, they either take them back or renew their contract. The store receives 30% of each item's sale price. Lumbee Creations directly purchased the remaining merchandise in the store. In the Project's first year, the store displayed items from twelve artists.

Project staff hired three store clerks and provided them with job training in merchandising, customer service, maintenance of inventory and store security. Initial training took place before the grand opening, including sessions on Lumbee heritage and history to enable staff to explain store products to customers.

Finally, the Project staff implemented a marketing campaign to advertise the store. Project staff developed fliers, brochures, radio and television advertisements, and put up billboards on Interstate 95. They also advertised in tribal publications and during local merchant meetings.

The objective for the second year was expanded on the first-year activities to

increase the merchandise in the store, continue staff training, display work from a larger number of artists and create four micro-businesses. The store manager identified the most popular items in the store and adjusted the inventory accordingly, determining that over 70% of the store's first year sales were jewelry. The store also increased its inventory by 45%, currently displaying merchandise from over 40 different artists. Staff training continued as needed, due to the high turnover of store clerks. Finally, the Project succeeded in helping two local artists create microbusinesses to sell their products. Ronnie Brayboy, a local artisan, stated, "I have been able to start a full-time business based on the sales of my goods [at Lumbee Creations]."

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Implementation of the Project successfully created a business that provides increased revenue for native artists. Over the course of the Project, Lumbee Creations generated \$87,552 in sales. The store manager reported that approximately 85% of customers who visit the store are native.

The artists are grateful for the store as they are no longer reliant upon selling their products on the pow-wow circuit. It is unnecessary for them to leave their homes to make sales, because the store manager comes to their houses to purchase merchandise. As a result, elderly artists who were no longer practicing their art are now picking it up again since there is a nearby venue for sales.

The store also provides the community with a native-owned business from which to purchase goods. The store director mentioned that community members enjoy buying items from the store while learning about their culture and history from sales clerks.

OCCANEECHI BAND OF THE SAPONI NATION



Project Title:	Occaneechi Homeland Preservation Project: Phase Two
Award Amount:	\$93,434
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 6 Native American consultants hired
- 17 elders involved
- 12 youth involved
- \$435 in revenue generated
- \$6,697 in resources leveraged
- 38 people trained
- 14 partnerships formed
- 3 products developed

BACKGROUND

The Occaneechi Band of the Saponi Nation resides in the northern Piedmont section of North Carolina. The Occaneechi Band is the smallest of North Carolina's state recognized Indian tribes, with approximately 650 enrolled tribal members.

The Tribe began growing tobacco as a primary cash crop in the early 1800s, and textile manufacturing later became a major source of employment for those members not involved in farming. However, with the decline of both the tobacco and textile industries in the 1990s, unemployment steadily increased.

In response to this challenge, the Tribal Council initiated the Homeland Preservation Project in August 2002, seeking to stimulate economic growth for the Tribe and to establish a land base for economic development. In 2004, the Council purchased 25 acres of land to use as a location for a new tribal center. In Phase I of the Homeland Preservation Project, the tribe began a small-scale agricultural project, planting orchards of apple, chestnut and paw-paw trees and conducting workshops for tribal members on agricultural opportunities. Phase II of the Project planned to develop a 1700s-era native village to encourage tourism.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to increase the Tribe's economic self-sufficiency by implementing Phase II of the Homeland Preservation Project: the creation of the native village and development of a marketing and promotional campaign to attract visitors to the site.

The Project's first and second objectives were to provide income for the Tribe through the planning of the village and the development of community partnerships. The Tribe formed a Project Committee,

consisting of Tribal Council and community members. The Committee approached and collaborated with numerous organizations in order to plan the design and construction of the native village. Partners include: the County Convention and Visitor's Bureau, the County Historical Museum, the University of North Carolina at Chapel Hill Research Laboratories and Archaeology Program and the North Carolina Indian Economic Development Initiative. These partners also aided in the preparation of a marketing and promotional campaign by developing brochures, fliers and roadside billboards for the village. The Project staff also sought to develop a marketing plan for the village, but was unable to do so.

Objective 3 was to preserve Occaneechi cultural heritage through the construction of the native village. Project staff visited similar sites in the area for guidance, such as the Schiele Museum in nearby Gastonia, NC. Community members worked together to gather natural materials for use in the village construction, which began in January 2007. The grand opening of the village took place on June 8, in conjunction with the Tribe's annual pow-wow, attracting over 130 people. Since then, over 700 students have visited the village with school groups. Implementation of the Project generated \$435 during its initial period, and the staff estimates that revenue from October/November of 2007 was near \$4,300.

The fourth objective was to increase intergenerational interaction through training tribal members to act as guides and activity instructors at the native village. Tribal elders trained 10-15 members on a variety of subjects such as Occaneechi history, pottery making, flint knapping and rope making. The trainees now work at the native village.

The Project staff encountered some minor challenges in completing some of their advertising materials, specifically the billboards. The Department of Transportation does not allow roadside signs unless the site receives more than 100,000 visitors a year. Project staff circumvented this problem by collaborating with Duke University to place signs on roadside land owned by the college. Unfortunately, at this time the village is only open for scheduled tours.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Participation in the Project provided increased revenue for tribal members who are now working in the native village as tour guides and craftsmen. These artisans are proud they are able to practice and hone their skills, as well as pass the traditions onto younger generations.

Forest Hazel, the Director, emphasized that one goal of the Project is education, and "the village will be a tool for children in the future." Project staff mentioned the tribal community now has an increased understanding of their culture including heightened cultural awareness. Tribal elders expressed their contentment that pride in the culture is causing people to visit the village.

"To see the people working on the village is emotional for the Tribe, as it means people are reconnecting with their heritage."

John Jeffries, Tribal Elder

year, the Project staff aimed to offer twelve activities, with fifteen participants in each. The second year, Project staff planned to offer fourteen activities, again with fifteen participants. During the final year, the Project staff intended to hold twelve activities with an increased participation of twenty people in each. The Project staff worked with the Language Advisory Committee to determine which activities to offer and ensure each activity is culturally appropriate and accurate. Activities were advertised using posters, radio announcements, and mentions in the college calendar. These activities included hand games, moccasin games, name recognition ceremonies and quilt-making, among others. Project staff succeeded in the number of language activities offered as well as the number of participants. As participation in the Project gained momentum and more activities were offered, participants began attending with the anticipation of increasing their native language vocabulary.

The second objective was to increase core word recognition for participants of the language activities as measured by pre- and post-testing. Project staff experienced some challenges in the development of the tests; however, once adequate tests were developed, monitoring the participant's language progress proved simple. The Project chose to focus on people who participated in three or more activities, and core word recognition gains were measured for every activity.

Several challenges were encountered during the implementation period. The scheduling of the language activities proved difficult, due to dependency on the college's schedule. The development of appropriate pre- and post-tests was also a challenge, as there was a lack of relevant expertise among Project staff. Initially, the tests were two separate documents administered to people who attended the traditional activities.

However, it proved difficult to determine who had taken the tests and to ensure that everyone take both. Therefore, the Project staff developed a new set of one-page tests, ensuring that participants fill out both sections before leaving the event.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

For the community, this Project's focus was to increase multigenerational interaction and foster pride in the Dakota culture. Project staff mentioned that as a result of the language activities, people are now speaking Dakota at home, with their children and grandchildren. Community members are also taking up traditional activities again, such as moccasin making and beading.

The elders of the Sprit Lake Reservation reported experiencing an increased sense of pride in their heritage and traditional knowledge, and are more willing to share that knowledge, as they once again feel needed in their communities. They indicated feeling a sense of duty to the community and have expressed a newfound sense of value for natural resources.

Overall, this Project served to bring the community together using the innovative method of cultural activities to promote and teach the Dakota language. These activities drew both young and old community members, fostering lasting intergenerational exchange.

"People know the language but they do not want to speak it. This project is changing that and has made a big difference."

Lorraine Greybear,
Project Director

THREE AFFILIATED TRIBES



Project Title:	Three Affiliated Tribes Tribal Code Amendment Project
Award Amount:	\$88,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 elder involved
- 1 youth involved
- \$11,045 in resources leveraged
- 7 partnerships formed
- 1 product developed
- 9 governance codes/ordinances developed

BACKGROUND

The Fort Berthold Indian Reservation in west central North Dakota is home to the Mandan, Hidatsa and Arikara people, otherwise known as the Three Affiliated Tribes. The current tribal enrollment is 12,058, of which 8,400 reside on the Reservation.

As a result of the Indian Reorganization Act of 1934, the Tribe was empowered to establish its first Tribal Court System as well as promulgate laws, ordinances, resolutions, codes and rules to govern the conduct and general welfare of tribal citizens and other persons that fall within its territorial jurisdiction. Prior to the Project, the tribal code of the Three Affiliated Tribes had several chapters, and was in dire need of

updating and formatting as there was no table of contents, no bound copy of the code, and it was held in two loose-leaf binders. There was also a lack of procedure established for amendments or new laws.

PROJECT PURPOSE AND OBJECTIVES

The Project goal was to update and amend the existing tribal code, thereby enhancing the Tribe's legal infrastructure.

The first objective was to establish a tribal workgroup and compile and scan all the current code documents into a digital format. The staff established a workgroup that met on a monthly basis to discuss the tribal codes and begin the process of amending the existing codes. Members of the workgroup included Project staff, representatives from the local law enforcement, members of the Boys and Girls Club, and elders. Project staff scanned the existing code documents in order to put them all into MS Word for easier formatting.

The second objective was to continue the monthly workgroup meetings as well as format and amend the tribal codes. Project staff worked to complete a draft of the revised and amended tribal codes. The workgroup developed new codes including

the Drug and Alcohol, Child Support Enforcement and Child Welfare codes.

Objective 3 was to complete the universal formatting of the code, hold a public hearing for comment on the draft, and solidify Tribal Business Council approval of the final document. Included in this objective was to place the final tribal code document on the Tribe's website. At the close of the Project this objective remained incomplete, due to delays in the Project's implementation. In addition, the Tribe's legal department experienced high staff turnover and the Project's supervising attorney resigned during the final quarter of the project. At the conclusion of the Project period, a draft of the amended codes was not complete and had not been presented to the Business Council. There was no anticipated date for the public hearing.

Delays in the Project's implementation resulted from tribal elections and subsequent reorganization of tribal government positions, which did not allow for the Project to advertise staff positions. This caused a three-month delay in hiring staff and the completion of project activities. Project staff also noted that it was difficult to organize the workgroup meetings, as individual schedules often conflicted. Finally, as mentioned above, there were no attorneys working in the legal department during the concluding months of the Project, which prevented any new legal documents, and therefore the amended codes, from being finalized.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project served to increase the capacity of the Three Affiliated Tribes' government and Judicial Committee. The existence of an organized, well-formatted tribal code would enable the Judicial Committee to have easy access to all codes, thereby promoting code compliance. The updated

format and placement of the final document on the tribal website will enable the entire tribal community to review and access the codes. New laws will potentially also be enacted to improve the health and safety of the tribal community.

"The new codes will address all situations occurring on the reservation, and people will now have access to them. This will enable them to protect and defend themselves in court."

Lisa Redford, Project Manager
Three Affiliated Tribes

ASSOCIATION OF AMERICAN INDIAN PHYSICIANS



Project Title:	Family Wellness and Youth in Distress Program
Award Amount:	\$450,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 2 Native American consultants hired
- 6 elders involved
- 140 youth involved
- \$19,384 in resources leveraged
- 8 people trained
- 62 partnerships formed
- 1 product developed

BACKGROUND

The Association of American Indian Physicians (AAIP) was founded as a nonprofit organization in 1971 by fourteen American Indian and Alaskan Native physicians. AAIP provides educational programs, health initiatives and supportive services to American Indian and Alaskan Native communities.

In a survey conducted in 2004 in Oklahoma City, AAIP found that 68% of 70 Native American adult respondents know a young native person who was a victim of a violent crime and 91% believe native youth violence is a problem in Oklahoma. The findings also indicated that 34% of 200 6th –

12th grade native youth had been victims of a violent crime and 54% did not know who to contact if they became victims.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to establish a coalition of Oklahoma native community organizations to collaboratively develop a culturally appropriate youth violence prevention curriculum for use in native communities and the tribal court system.

The Project's first objective was to formally establish a native community coalition to identify native youth issues that lead to youth violence. To complete the objective, Project staff initiated contact with Oklahoma-based programs that provide services geared to Native American youth. Staff members from 62 community programs volunteered to form the AAIP coalition. The coalition members and Project staff convened for quarterly meetings to discuss issues facing native youth, present program findings and share available resources and services.

The Project's second objective was to develop a culturally relevant and holistic curriculum to address issues that lead to native youth violence. Coalition members

reviewed approximately 50 existing native youth-focused curricula to gain a comprehensive understanding of available resources and to select useful and Project-specific activities. From their research and own expertise, the coalition identified factors that lead to native youth violence, such as bullying, anger mismanagement and unhealthy relationships. Once identified, coalition members and Project staff developed a sixteen-lesson curriculum and workbook entitled “Walking in Your Moccasins”, which addresses each issue and includes activities to build social skills and cultivate individual strengths. The curriculum relates each lesson to traditional native values and incorporates information on tribal histories, native role models and traditional folktales. Once the curriculum was completed, Project staff piloted the lessons with 140 native youth at a local Bureau of Indian Affairs boarding school to evaluate the effectiveness and appropriateness of the content. Project staff held focus groups with the students and finalized the curriculum based on feedback.

The Project’s third objective was to establish partnerships with tribal court systems and native legal entities to utilize the curriculum as an alternative approach in dealing with native youth in distress. Project staff formed partnerships with two national and influential tribal justice organizations: the National American Indian Court Judges Association (NAICJA) and the National Tribal Justice Resource Centers (NTJRC). At their annual conference, the two organizations convened a workshop to discuss the AAIP curriculum and decide how tribal courts could incorporate the lessons into alternative justice approaches. By the end of the Project timeframe, the Chief Judge of the Citizen Potawatomi Nation of Oklahoma, who is also a tribal judge for eight other tribes, endorsed the curriculum and will include it as part of his

alternative wellness programs. Several other judges commended the curriculum and voiced plans to utilize the lessons in alternative approaches to deal with native youth violence, although these plans were not finalized within the Project timeframe. Finally, Project staff presented the curriculum at Oklahoma’s annual Juvenile Probation Officer Conference. Staff distributed the curriculum to all participants and provided training on selected lesson plans.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The “Walking in Your Moccasins” curriculum provides the Native American community with a valuable tool for educators and tribal courts to directly confront native youth violence while reinforcing native values. Valerie Little Creek, a coalition member who piloted the curriculum, shared, “The students respond to the theme and perspective of the lessons. Our native students just don’t learn these values at school or home anymore.”

ANA awarded AAIP additional funding to expand upon the work completed by this Project. The Project, to be completed by the end of 2009, will continue to work with the established coalition to develop a supplement of family-based approaches to the current curriculum. Additionally, Project staff will continue to deepen partnerships with native tribal justice systems to develop alternative approaches to native youth incarceration and to provide culturally appropriate rehabilitation programs.

CHICKASAW NATION



Project Title:	Cultural Center Language Revitalization Program
Award Amount:	\$93,378
Type of Grant:	Language
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 2 Native American consultants hired
- 100 elders involved
- 15 youth involved
- \$48,941 in resources leveraged
- 45 people trained
- 10 partnerships formed
- 2 products developed
- 1 language survey developed
- 1,631 language surveys completed

BACKGROUND

The Chickasaw Nation is a non-reservation tribe headquartered in Ada, in south-central Oklahoma. The Tribe counts approximately 31,000 enrolled members, ranking it as the thirteenth largest tribe in the United States. The Chickasaw language is a Muskogean language, a family of languages indigenous to the southeastern United States.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to conduct a random sample survey of Chickasaw

citizens to determine the number of fluent speakers and to design a master-apprentice language learning program.

The Project's first objective was to identify the number of fluent Chickasaw speakers and apprentices by conducting a language census. To complete the objective, Project staff developed a comprehensive survey and sampling procedures. Staff distributed the survey to the approximately 9,000 Chickasaw members living locally via direct mailings, community meetings and the Tribe's website. Tribal members completed and returned 1,631 surveys (about 18%). Responses indicated that 48 community members know the language 'very well', 66 members understand more than 200 Chickasaw words, and 55 can speak more than 200 Chickasaw words. Survey findings also indicated that 1,084 community members were interested in learning the Chickasaw language.

The Project's second objective was to train selected language masters and apprentices in various language learning methods. To complete the objective, Project staff initiated follow-up contact with the 1,084 community members expressing interest in further learning to provide details and gauge interest

in becoming a part of the master-apprentice program. Based upon feedback from these conversations, staff mailed 100 master and 150 apprentice applications. Project staff selected 14 masters and 27 apprentices to be trained, based upon the completed application and an interview. Staff formed a partnership with East Central University to provide space for the trainings and to assist in the development of a master-apprentice training curriculum. The masters and apprentices completed 40 hours of consultant-led workshops on a variety of immersion techniques and strategies, including Total Physical Response, the Rassias Method, utilizing audio-visual equipment, and conversational training.

The Project's third objective was to develop and complete contract documents for the master-apprentice teams. Project staff, consultants, and the Tribe's legal team drafted the master-apprentice contracts. Completion of the contracts faced legal difficulties due to tribal regulations regarding overtime pay and social security restrictions on elders' income. These challenges delayed the signing of contracts, and only 22 of the 41 contracts were finalized prior to the conclusion of the Project timeframe.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

For the Chickasaw Nation, results of this Project have set baseline data for the number of Chickasaw language speakers and prepared the foundation for a master-apprentice program. The Chickasaw language program is being supported through secured tribal funds to retain the three part-time Project Assistants and full-time Language Revitalization Specialist hired during the implementation of this Project. Project staff also secured tribal funds to develop the master-apprentice curriculum and to pay stipends to all

program participants. Finally, Project staff completed the additional nineteen master-apprentice contracts after the Project timeframe ended, indicating that all 41 trained participants are committed to the revitalization of the Chickasaw language. Sue Linder-Linsley, Project Director, expressed, "We eliminated the pencil and paper concept of learning languages and chose to focus on the native concept of verbal and auditory learning. Our program will emphasize person-to-person transmission of language skills."

In order to gauge program effectiveness and language progress, the Chickasaw language program staff members shared that they will monitor participant progress through ongoing evaluations and testing. Staff members also shared that they are committed to keeping the revitalization of the Chickasaw language, and by proxy the Chickasaw culture, in the forefront of the tribal community's consciousness. The successes of the master-apprentice program will be shared through tribal newsletter articles and media attention to achieve this goal.

CHICKASAW NATION



Project Title:	Chepota Apisa Chi Li (Watching Over Our Children)
Award Amount:	\$904,008
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 5 jobs created
- 15 elders involved
- 7,411 youth involved
- \$370,000 in resources leveraged
- 18,949 people trained
- 9 partnerships formed
- 3 products developed

BACKGROUND

The Chickasaw Nation is a non-reservation tribe headquartered in Ada, in south-central Oklahoma. The Tribe counts approximately 31,000 enrolled members, ranking it as the thirteenth largest tribe in the United States.

At the commencement of this Project, 675 Native American children were in the Oklahoma Department of Human Services custody. Of these, only 308 were living in homes that complied with the statutes of the Indian Child Welfare Act (ICWA).

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to recruit, license and retain foster care and adoptive homes within the Chickasaw Nation. Additionally, the Project staff aimed to provide healthy

marriage and relationship training to foster care families and interested tribal members.

The Project's first objective was to publicize the need for foster homes. To complete the objective, Project staff hired a Foster Care Manager and Foster Care Specialist. Staff utilized various forms of media to raise awareness. These included: developing and distributing brochures via community partners, advertising in tribal and local newspapers, and producing a commercial which was aired on local and cable networks throughout Oklahoma.

The second objective was to train and license 24 tribal families interested in becoming foster families. Project staff received certification to deliver the Parent Resources for Information, Development, and Education (PRIDE) training, a workshop for developing and supporting foster and adoptive families. Staff delivered six PRIDE workshops during the Project timeframe and trained 30 Chickasaw families. Foster Care staff inspected each family's home according to ICWA statutes and submitted the findings to the Oklahoma Department of Human Services for certification. The state officially certified 26 families as tribal foster homes. Staff held

annual two-day training retreats for the licensed foster care families. Each retreat provided supplemental foster care and healthy family workshops, and also provided an opportunity for foster families to impart mutual support.

The third objective was to establish an elder mentoring and cultural enhancement program. Project staff recruited and certified fifteen elders as mentors. Staff paired the elders with tribal foster families to provide assistance as surrogate grandparents, which included counseling foster parents, educating families on tribal culture and engaging foster children in various community activities.

The Project's final objective was to implement healthy relationship workshops. To complete the objective, Project staff hired two Marriage and Family Therapists. The therapists facilitated 299 Relationship Enhancement Training workshops, which focused on improving communication skills between spouses. During the three-year timeframe, 11,376 tribal members completed the training. The therapists also facilitated abstinence education classes, reaching 7,194 adolescent tribal youth. Finally, staff presented character education workshops to 217 pre-adolescent tribal youth.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Prior to the Project, there were 10 certified tribal foster homes in Chickasaw Nation. The addition of 26 certified tribal foster homes greatly expanded the Chickasaw Nation's available support system for the Tribe's 65 foster children. The youth have a network of safe, secure and culturally familiar homes. The initiative proved to be so successful that foster families adopted 40 native youth during the Project timeframe.

The development of the elder mentor program expanded the support network for tribal youth and strengthened the cultural component of the foster care program. Nina and Lee Crossley, an elder mentor couple, shared, "We are foster parents to one child. This child has two siblings who, because of their special circumstances, are placed in different homes. We are mentors to all three children. We include them in as many of our family activities as we can in order to reinforce their sibling bonds and to provide all of them with the extra guidance and support they need."

The Chickasaw Nation committed \$220,000 to retain the Marriage and Family Therapists and continue the training component. The Tribe also obligated \$150,000 to retain foster care staff and continue recruitment efforts for 2008. The Foster Care Specialist will continue to offer PRIDE trainings to further expand the network of tribal foster care homes.

INDIAN HEALTH CARE RESOURCE CENTER OF TULSA, INC.



Project Title:	Tulsa Indian Youth Program for Healthy Living
Award Amount:	\$604,700
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 6 Native American consultants hired
- 250 elders involved
- 1300 youth involved
- \$48,800 in resources leveraged
- 32 people trained
- 18 partnerships formed

BACKGROUND

Established in 1976, the Indian Health Care Resource Center of Tulsa (IHCRC) provides Native Americans with access to comprehensive medical and behavioral health care. IHCRC is a federally qualified health center with more than 110 employees serving over 16,000 active patients in the metropolitan Tulsa area.

Many IHCRC clients remain geographically, economically, socially and culturally isolated from receiving health care. Particularly at risk, Tulsa Indian youth face challenges such as teen pregnancy, alcohol, drugs, diabetes, poor nutrition, low school attendance and low levels of community involvement. In response to these issues,

IHCRC developed the Indian Youth Program for Healthy Living, to promote the delivery of preventative health, physical activity and youth development services to Native American youth.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to implement the Indian Youth Program (IYP), offering programs in three areas: after school programs, community events and wellness camps. The Project developed seven objectives, each focusing on a different educational aspect for incorporation into these program areas.

The Project's first objective was to recruit 400 youth and make case management referrals to the IHCRC clinic. The Project's remaining objectives focused on the following for IYP participants: 1) increased knowledge and skills in order to adopt and maintain healthy and physically active lifestyles; 2) participation in physical activities; 3) the ability to make informed, responsible decisions to avoid risky behavior; 4) the involvement of families in character building activities; and 5) the promotion of understanding and appreciation of native ways.

In its first months, the Project staff hired and trained a Program Coordinator, Dietician, Fitness Specialist, Administrative Assistant, and two Youth Program Specialists. The staff recruited over 1000 youth by the Project's completion date, and enrolled them in activity programs. Where appropriate, the staff made case management referrals and provided transportation to the IHCRC clinic to facilitate preventative health checkups and development assessments. The Project staff also developed a marketing campaign, working with youth focus groups to develop flyers and posters for advertisement in schools, as well as an IYP logo.

Project staff developed and implemented educational workshops in each of the IYP program areas. During the after school programs, which included 80 participants, children learned about nutrition and participated in physical activities. The after school program also held an event called "Traditional Tuesdays," during which the children participated in native cultural activities such as drumming, singing, dancing and games. IYP also initiated the Native Nations Youth Council, whose members participated in community service, addressing environmental issues and promoting healthy lifestyles.

The second IYP program area was to promote the participation of parents and families through community events. The Community Family Club included 35 participants and held events such as a cultural awareness night, five-kilometer race and trips to visit family-oriented sites in Tulsa. IYP also hosted Quarterly Stomp Dances, the Passport to Fun event, and the Restoring Harmony Powwow. Participants at these events learned about different native styles of regalia, dances and ceremonies.

Summer camps were also funded, including the Healthy Trails Camp, Sports and Recreation Camp, Choices Camp and

Basketball Camp. Through the Project, the camps were offered free of charge, helping to draw in over 440 participants. During the camps, IYP promoted physical activity, healthy food choices and tobacco prevention. Peer educators and mentors conducted activities to promote reduced intake of sugar-based soft drinks and substitute diet drinks. The programs provided only healthy snacks and refreshments.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

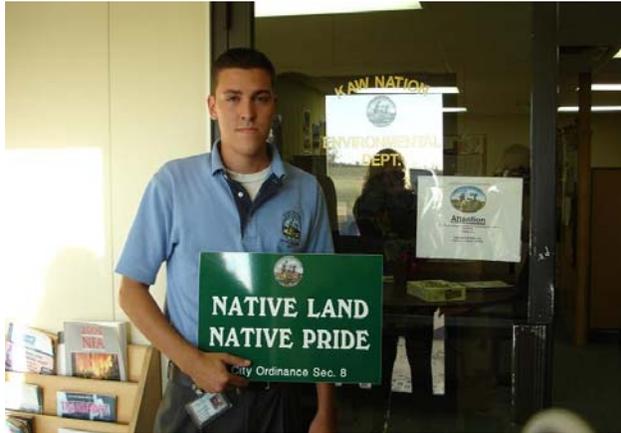
The Project activities involved approximately 1300 youth in the Indian Youth Program, far exceeding its goal of 400. The Project was so well received in the community that there is currently a waiting list for future participants. During the IYP programs, youth gained knowledge about life skills, built new relationships and demonstrated confidence and self-esteem. Project staff stated many IYP participants are now role models for other youth in the community.

Parents and families benefited from the Project, as IHCRC provided them with a trustworthy service for their children. The IYP programs also facilitated a new parental social network, providing parents with opportunities to meet and discuss common challenges in raising their children. Parents shared that they are changing their lifestyles as a result of the project, incorporating healthier foods into their families' diets.

"It's great that the Project is teaching children preventative measures, which will benefit them later on."

Taylor Thompson
Health Educator

KAW NATION



Project Title:	Kaw Nation Environmental Regulatory Enhancement Program
Award Amount:	\$117,764
Type of Grant:	Environmental
Project Period:	9/30/2005 – 6/30/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 50 elders involved
- 600 youth involved
- \$29,391 in resources leveraged
- 43 people trained
- 9 partnerships formed
- 4 products developed
- 3 environmental codes/regulations/ordinances developed
- 3 environmental codes/regulations/ordinances enforced

BACKGROUND

During the 1870s, the Kaw people lived in what is now Kansas when land seizures forced the Tribe's relocation to its present territory in Oklahoma. The Kaw are also known as the *Kansa*, from which the name "Kansas" is derived. Based near Kaw City, the Kaw Tribe has 2,777 enrolled members.

In 1994, the Tribe established the Kaw Nation Environmental Department (KNED) to address tribal environmental needs. In March, 2005, KNED led a community

meeting to receive input on environmental challenges facing the Tribe. Participants expressed concerns over existing illegal solid waste sites on the reservation and the lack of food safety codes for four tribally-owned food resellers. Participants also encouraged KNED to monitor and assess the Tribe's underground septic tanks and water wells.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to enhance the Tribe's environmental regulatory structure to address the community's expressed environmental concerns.

The Project's single objective was to develop, adopt and implement environmental codes addressing solid waste management, underground storage tanks, and food safety. Project staff first created an Environmental Codes Committee (ECC) to coordinate code development. Next, staff evaluated solid waste sites on the reservation and collaborated with the Tribe's General Council and ECC to draft and revise a new solid waste code. In conjunction with code development, KNED staff conducted reclamation efforts at illegal waste sites and posted signs (pictured above) to deter community members from dumping

additional waste. The Kaw Tribal Council passed the solid waste code in May, 2007 and it went into effect immediately. The new code regulates community waste sites and outlines fees for non-compliance. As part of the objective, staff also implemented an environmental education program aimed at the community's youth. Over 600 youth participated in the summer outreach program, which involved tours to the area's water sources and solid waste sites.

Project staff utilized a similar process to develop codes for the Tribe's underground storage tanks (USTs) and food safety. Both codes were completed and passed by the Tribal Council in the spring of 2007. The UST code applies principally to two tribally-owned gas stations. Project staff developed Standard Operating Procedures (SOPs) for tank monitoring and one employee became certified by the State of Oklahoma to conduct inspections.

The food safety code was focused on four tribally-owned food resellers. As part of the code's development, one staff member received food inspector certification and service employees participated in food preparation trainings. The resulting code details tribal food handling regulations and best practices. Renee Vickery, the trained food inspector, expressed, "I'm proud to be part of this project. I think it's really improving the community."

KNED faced significant challenges hiring the Environmental Regulatory Enforcement Officer (EREO) and Community Outreach Coordinator at the Project's outset. Staff reported difficulties attracting qualified personnel from surrounding urban areas. KNED overcame this challenge by expanding the job descriptions of existing staff and utilizing word-of-mouth to fill the EREO position.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project results assisted the Tribe in enhancing its capacity to self-govern and regulate activity on Kaw Nation jurisdictional lands. Prior to the Project, the Tribe received compliance warnings from the State of Oklahoma related to food service and underground storage tank monitoring. Since implementing the codes, the Tribe has not received any compliance warnings.

Much of the Project's site reclamation and pollution education efforts were motivated to protect Kaw Lake, which is the main water source for over 180,000 Kay County residents. KNED staff reported a dramatic, sustained reduction in littering within the community. If littering in the community continues its recent decline, fewer pollutants will enter the lake, resulting in cleaner water for county residents.

Tribal members and customers at the Tribe's four food service areas reported increased confidence in served food because of the food safety trainings and new code.

The Project's summer outreach activities supported and encouraged exchanges between tribal adults and school age children. Project staff also reported the community's awareness of solid waste, food safety and underground storage tanks increased dramatically through seven town meetings held to promote the Project's goals.

To sustain the Project, the ECC will continue to advise the KNED on environmental regulatory initiatives and monitor the new codes. Project staff expects the head of the ECC to deliver recommendations for increased enforcement of the new codes soon after the Project's end date.

PONCA TRIBE OF INDIANS OF OKLAHOMA



Project Title:	Ponca Tribal Master Plan
Award Amount:	\$115,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 4 Native American consultants hired
- \$2,354 in resources leveraged
- 7 partnerships formed
- 21 products developed
- 13 elders involved

BACKGROUND

The Ponca are a Siouan-speaking people who once hunted and farmed the prairie country of the lower Missouri River Basin in present-day eastern Nebraska. Culturally and linguistically related to a number of neighboring tribes, the Ponca exhibited hunting traits of plains tribes from farther west but practiced horticulture and made pottery like tribes farther east and south. Today, the Ponca Tribe of Oklahoma's headquarters are located in White Eagle, OK about five miles south of the city of Stroud. Tribal lands span roughly 15,000 acres of land in Kay and Noble counties in northern Oklahoma.

In 2000, the Pawnee Agency of the Bureau of Indian Affairs estimated that 86% of the Tribe lived in poverty, 46% occupied

substandard housing and 29% were unemployed. In 2005, the Tribe reduced blood quantum requirements for tribal membership from one-quarter to one-eighth, which led to an increase in the total population. Therefore, the Tribe experienced an increased population at a time when many tribal members faced adverse economic conditions.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to enhance the Tribe's governmental infrastructure and economic development capacity by creating a master development plan to outline growth over the next ten to fifteen-year period.

The Project's first objective was to establish and staff a development office within the Tribal Planning Department and enter into agreement with the U.S. Army Corps of Engineers (USACE) for planning technical assistance. After initial hiring delays, staff established the office, hired the project coordinator and initiated a partnership with USACE.

The second objective was to develop the master plan with assistance from USACE. Staff collaborated with the tribal government and USACE to inventory

existing tribal properties and energy needs. Staff also updated the Tribe's GIS maps and identified capital improvement goals for roadwork, enterprise development and infrastructure investments. Project staff incorporated planned and existing projects, such as imminent bridge repairs and plans for a new casino, into the master plan, giving the document cohesion and practicality. To ensure a participatory process, staff sought feedback and recommendations from the Tribe's Business Committee and community members throughout the Project. Staff also consulted tribal elders in the design of proposed buildings during the planning process. The elders' cultural knowledge of clan symbols and color schemes directed designs used for each new edifice.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The master plan enhanced the Tribe's organizational capacity and ability to plan future projects. Prior to the Project, several tribal departments worked separately on tribal infrastructure and business developments. The master plan brought existing projects together with new plans, streamlining tribal planning on a macro level. As a result, staff report that the Tribal Council is more informed on community interests and development goals. The plan directs roughly \$1 million in road rehabilitation and bridge construction, fast track construction for a new casino/truck stop and the development of a tribal transit system. Project staff expressed hope that the plan will facilitate much needed job creation for tribal members and enhance the Tribe's economic performance.

Tribal elders reported pride in knowing their involvement will help preserve tribal culture; their participation will ensure culturally based clan designs and colors will be integrated into new building designs.

The master plan represents the Tribe's long-term development goals, which it intends to adopt through resolution. It also represents the history, culture, symbols and hope of the Ponca.

Staff members expect revenue from the new tribal casino, anticipated to open in August 2008, will fund many of the planned expansion projects. Staff is also researching Community Development Block Grants and additional funding for the roads program.

*"Whatever you know, you pass on.
You don't die with this knowledge."*

Suzanne White Eagle,
Tribal elder
Contributing to the master plan

SAC AND FOX NATION OF OKLAHOMA



Project Title:	Sauk Language Survey
Award Amount:	\$64,076
Type of Grant:	Language
Project Period:	9/30/2006 – 11/30/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 163 elders involved
- 143 youth involved
- \$148,593 in resources leveraged
- 5 people trained
- 12 partnerships formed
- 6 products developed
- 1 language survey developed
- 575 language surveys completed

BACKGROUND

Members of the Sac and Fox Tribe are descendents of the Sauk and Fox, two Algonquian-speaking peoples of the Great Lakes region. The two tribes were historically independent, but closely related in culture and language. Sac and Fox tribal lands are dispersed throughout Lincoln, Payne, and Pottawatomie counties of north-central Oklahoma. The Tribe has 3,356 enrolled tribal members, 2,275 of whom live in Oklahoma.

The Sac and Fox mother tongue is Sauk. In 2006, the Sac and Fox Nation created a Sauk

Language Department (SLD) to direct language preservation efforts. SLD's foundational belief is that the only effective method for native language preservation is immersion education.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to conduct a Sauk language assessment to engage the entire Sac and Fox tribal membership while creating support for a sustainable immersion language program. Motivated by its belief that community conflict is the major obstacle to language preservation efforts, SLD's methodology focused on participatory community outreach and planning.

Objective 1 was to conduct a community-wide survey of the Sauk-speaking population and tribal goals related to the future of the language. The process focused on increasing awareness of Sauk's status and ensuring community involvement in revitalization efforts. Staff formed a thirteen-member hiring committee using a participatory process to ensure transparency and avoid potential conflicts of interest in the hiring process. The committee employed a project assistant and two community outreach workers to educate the

community on the theory behind immersion learning. Staff members involved over 300 community members to design the survey and its unique incentive program, which was created to ensure a high response rate. The incentive program, which awarded a small percentage of respondents with small prizes, was designed and voted on by community members, ensuring transparency in the decision-making process. Staff distributed roughly 5,000 surveys throughout all three tribal jurisdictions and received 575 returns, roughly 22%. By comparison, past surveys averaged response rates of 5%. Staff also conducted personal interviews with roughly 200 key stakeholders to garner immersion program support. Staff utilized responses from the interviews to verify, or invalidate, data collected in the standard surveys.

Objective 2 was to compile and analyze survey response data and evaluate SLD's capacity to implement an immersion language program. Project staff collaborated with the tribal enrollment department, library and education department to define partner roles and responsibilities. Staff also analyzed survey data and presented the results at regular meetings attended by nearly 400 tribal members, ensuring community investment in the program. SLD used this process to refine objectives, methods and resource allocation to serve the ultimate goal of language immersion.

One challenge arose through the grassroots community engagement model, utilizing the model required an extended timeline in order to fully include community members. Another challenge was extreme winter ice storms and tribal member deaths causing planning meeting cancellations. To address these challenges, ANA granted the Project a two-month extension.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Implementation of the Project advanced SLD's capacity to plan and design a community-supported immersion language program. It also provided a positive model for project design and management through community participation. Jacob Manatowa-Bailey, SLD's Director, shared, "As a result of this survey process, our community has its language goals set."

For the tribal community, the survey process developed a clearer sense of how Sauk people feel about their language and revitalization efforts. Survey data showed the vast majority of Sac and Fox tribal members want to preserve the Sauk language. The Project's language immersion education efforts ensured community support for SLD's plan for the program.

The Project also promoted opportunities for intergenerational exchange during 28 language and culture-focused community activities carried out during the year. Staff conducted a five-day pilot immersion camp for tribal 3-4 year olds to demonstrate the technique's effectiveness. Staff reported that many parents of children attending the immersion camp became "instant converts" to the method after witnessing their children speaking basic Sauk words and phrases after only three or four days in the camp.

SLD's initial budget in 2006 was \$50,250 and staff originally hoped to secure an additional \$25,000 after demonstrating the effectiveness of immersion teaching to the tribal government. By the end of the Project, the Tribe dedicated \$187,000 annually to SLD, a budget increase of roughly 370%.

"The language gives our people purpose."
Jacob Manatowa-Bailey,
Director, Sauk Language Department

SENECA-CAYUGA TRIBE OF THE OKLAHOMA



Project Title:	Establish a Utility/Public Works Department
Award Amount:	\$419,196
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 10 elders involved
- \$28,425 in resources leveraged
- 1 person trained
- 2 partnerships formed
- 12 products developed
- 28 governance codes/ordinances developed

BACKGROUND

Located in northeast Oklahoma, the Seneca-Cayuga Tribe includes approximately 5,000 tribal members. Tribal members descend from the Seneca and Cayuga Tribes, originally from the New York state area.

Despite operating tribal water and wastewater treatment plants for the past 21 years, which service a rural five square mile area and provide utilities to 2,011 tribal members and employees, the Tribe had no structured public works department. The utilities and public works were part of the general tribal operations account, making it difficult to identify specific utility revenues and costs for the repair and maintenance of

the treatment plants. Additionally, in the past five years the utility systems expanded services by 65-70% due to increased population in the area.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to develop a utility/public works department (UPWD), independent of the general tribal fund, to ensure the availability of clean water and protect against improper waste disposal.

Objective 1 was to hire a UPWD manager and maintenance worker to operate the department and coordinate the ANA Project. After a swift hiring process, the Project hired both positions by the end of November 2005.

Objective 2 was to develop UPWD policies and procedures, and governance codes and ordinances. Project staff traveled to different localities in order to gather information on existing equipment operations and maintenance documentation. Identification of personnel working requirements determined what licenses are necessary for water and wastewater operations. After analyzing this information, Project staff developed UPWD Policies and Procedures, adopted by the

Business Committee in the Project's second year. The Project staff then identified existing regulatory requirements, tribal resolutions and governmental objectives in order to draft the UPWD codes and ordinances. The Committee approved the draft in August 2006, enabling implementation of all 28 codes and ordinances.

The third objective included the analysis and approval of a rate structure for services. Once again, Project staff used information from surrounding areas to prepare an operating budget, including revenues and expenses, on which to base service rates. Prior to the Project, customers paid a flat rate of \$18 for water services. As a result of the rate structure, there are now two customer classes, commercial and residential, and a substantial residential rate increase to \$38. The Business Committee approved the new rates at the end of the Project's first year.

Objective 4 was to establish a physical location for equipment and offices for the Department. The Tribe received a grant from the Department of Housing and Urban Development (HUD), enabling them to construct an office building. Staff moved into the new offices in October 2007 after temporarily operating out of another location.

Objective 5 involved the purchase of equipment for the Department. Items purchased included tools, heavy equipment, and computer hardware and software. The staff acquired items on an as-needed basis throughout both years of the Project.

Objective 6 was to create a three to five-member Board of Directors for the UPWD. The Business Committee is currently acting as an interim board, though staff made nominations early in the Project. This objective remained incomplete at the end of the Project timeframe.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

As a result of Project funding, the Tribe was able to build capacity to govern their natural resources. The Tribe now has a method for monitoring water quality standards and is easily able to expand their service area if necessary. Recognizing the success of the new department, the Business Committee assigned one of their elected officials to work directly with the UPWD and the Tribe has taken responsibility for the salaries of the Department staff. The Tribe also created four new positions, hiring three additional maintenance workers and a clerk, thereby securing the sustainability of the Project.

Local community members voiced appreciation for the Project, as the existence of the UPWD relieves burdens on their infrastructure. For example, people are no longer responsible for their own water supply, eliminating the expenses of dropping wells and other costly methods of water collection.

The Project activities also provided support to economic endeavors on tribal land. The Tribe's casino now has an improved water supply, and the provision of running water at the ceremonial grounds will attract tourists in the summer.

"The Project reinforced the sovereignty of the Tribe. The situation is better due to increased access to services."

Dennis Sisco,
Director of Intergovernmental Affairs

CONFEDERATED TRIBES OF THE GRAND RONDE COMMUNITY OF OREGON



Project Title:	Community Methamphetamine Drug Abuse Project
Award Amount:	\$588,332
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 1 Native American consultant hired
- 15 elders involved
- 100 youth involved
- \$51,745 in resources leveraged
- 83 people trained
- 11 partnerships formed
- 2 products developed

BACKGROUND

The Confederated Tribes of the Grand Ronde Community of Oregon (CTGR) reservation spans 9,800 acres in northwest Oregon. CTGR is composed of more than twenty tribes and bands whose traditional lands included regions throughout western Oregon and northern California. The Tribe currently enrolls approximately 5,000 community members.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to provide methamphetamine (meth) prevention, treatment and transitional after-care services to tribal members.

The Project's first objective was to provide meth prevention education to 80 tribal members. Project staff implemented a series of awareness events that involved over 400 tribal members, including an anti-meth barbecue and monthly sobriety dinners. Additionally, the Tribe hosted a conference titled "Tools for Healing and Meth Prevention." The conference convened over 100 participants from local schools, county and state agencies, and Oregon tribes to learn about the methamphetamine crisis and to discuss the tools available to contain and eradicate its impact. Finally, Project staff produced an anti-meth DVD, which was distributed to Project partners and tribal schools and programs.

The Project's second objective was to provide services to ten tribal members coming out of prison or treatment programs on an outpatient basis. To complete the objective, Project Staff hired a Project Coordinator and a Support Counselor. Project staff formed an agreement with local parole and probation offices to gain access to tribal members being released from prison or meth treatment programs. To meet their tribal members' needs, Project staff developed a unique post-release outpatient

program. The program partnered with local treatment programs in order to offer clients ‘western’ medical treatment services, but also focused on supportive cultural activities such as woodcarving, sweats, clam digging and talking circles throughout treatment. During the Project timeframe, 26 clients accessed the services offered by the program.

The Project’s third objective was to develop a tribally-run Transition House and provide accommodation and treatment services for fifteen male tribal members. The Tribe purchased local property and renovated the existing house to accommodate five clients. Project staff invited a tribal member who was recovering from meth addiction and living in an off-reservation transition house to serve as the Transition House Manager. The tribal member welcomed the opportunity to return home and collaborated with Project staff to develop a manual of rules and regulations for the house. The Project’s Support Counselor met with each client on an as-needed basis to provide on-going encouragement and advice. The Project team also created a schedule of activities for the clients to strengthen their support network within the community, including talking circles, sobriety dinners and native healing sessions. During the Project’s timeframe twelve tribal members received services offered at the Transition House.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Project clients endorsed the effectiveness of pairing western treatment strategies with traditional native healing and support services. Indeed, the clients’ recidivism rate dropped from 25% to 5%. Additionally, external treatment and transition services typically cost the Tribe \$6,000 per tribal member per visit, an amount significantly reduced through the services provided by

this Project. Local law enforcement agencies also praised the Tribe for their hard stance against meth activity, which they have attributed to a reduction in local crime rates.

For the tribal community, the Project’s prevention activities increased awareness of the effects of meth and provided knowledge on available support services. The Project’s treatment program created a support network for community members struggling with meth addiction, which has served to increase the overall health of the Grand Ronde community. The Transition House offers a safe place for tribal members to recover while receiving treatment services, engaging in cultural activities and reconnecting with tribal members. Jeff Larsen, the House Manager, shared, “This program has been my miracle.” Chris Holliday, the Project’s Support Counselor, added, “Our clients were searching for something that they didn’t have before, and many of them found it in the transition house.”

Finally, the programs and services initiated under this Project will continue and expand. Project staff developed a partnership with the Siletz Tribe, which runs a transition house for its female tribal members, and each tribe has agreed to offer accommodation space and treatment services to the other’s client base. The Support Counselor and Project Coordinator positions will be retained by the Tribe, and \$285,000 has been set aside in the Tribe’s 2008 budget to continue the services offered by the Transition House.

CONFEDERATED TRIBES OF THE GRAND RONDE COMMUNITY OF OREGON



Project Title:	Chinuk Wawa Kindergarten and Elementary Planning Project
Award Amount:	\$175,000
Type of Grant:	Language
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 3 jobs created
- 1 Native American consultant hired
- 6 elders involved
- 70 youth involved
- \$5,720 in resources leveraged
- 3 people trained
- 7 partnerships formed
- 81 products developed
- 3 language teachers trained
- 67 youth increased their ability to speak a Native language
- 9 adults increased their ability to speak a Native language
- 3 people achieved fluency in a Native language

BACKGROUND

The Confederated Tribes of the Grand Ronde Community of Oregon (CTGR) is composed of more than twenty tribes and bands whose traditional lands included regions throughout western Oregon and northern California. Each individual tribe was linguistically and culturally distinct,

resulting in 7 languages composed of at least 25 dialects being spoken. Of these languages and dialects, few were mutually intelligible, and no population group was dominant. The Native American pidgin language called Chinuk had developed in the Pacific Northwest prior to the formation of the Grand Ronde reservation, which allowed the area tribes to conduct trade and intermingle. After the establishment of the CTGR reservation, this language became, out of necessity, the vernacular. The Chinuk language is therefore the only living Native American pidgin language.

PROJECT PURPOSE AND OBJECTIVES

The Tribe currently operates a Chinuk immersion preschool and a 50% Chinuk immersion kindergarten. The purpose of the Project was to complete the planning process for the Tribe's anticipated expansion of their current preschool and kindergarten immersion classes.

The Project's first objective was to implement a Master-Apprentice Teacher Training Program in order to develop language teachers to meet the demands of an expanded Chinuk language program. Project staff developed a Master-Apprentice training manual and placed three language

apprentices under the tutelage of fluent staff members. During the language training program, the Master-Apprentice teams produced 51 Chinuk lessons and translated three songs, eighteen books and six transcriptions of elder stories. The apprentices compiled over 1,700 hours of Chinuk training. Upon the conclusion of the Project's timeframe, Project staff tested each apprentice. All achieved Level Four status, indicating that they possess advanced Chinuk language skills, thereby qualifying them for native language teaching licenses through the State of Oregon.

The Project's second objective was to develop plans for the expansion of the Chinuk immersion preschool and kindergarten. Project staff completed the development plan and Chinuk immersion manual, which outline a vision for a kindergarten to 5th grade program that would allow the Tribe to operate Chinuk language immersion classrooms at the local public school. The plans also present a framework for the development of curriculum and associated language resources necessary for the Chinuk language program expansion. Project staff has already begun to implement a pilot-test of curriculum in the Tribe's after-school program as part of an additional ANA project, scheduled to be completed in 2008. A Memorandum of Agreement was reached with the local school district to continue offering Chinuk immersion kindergarten classes for the 2007-2008 academic year, and the school has also agreed to add a 1st grade immersion classroom for the 2008-2009 academic year. An agreement between the Tribe and public school to add additional grades each successive year was not finalized prior to the Project's conclusion, but discussion is ongoing.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

For the Chinuk Language Department, the completion of Project activities developed three advanced Chinuk speakers, thereby meeting the demands of the expanding language program. Two of these speakers have been placed in the preschool immersion classroom as teacher aides to further refine their skills as speakers and teachers. The Tribe has committed funds to retain the aides, and will continue to invest in their development as Chinuk speakers and teachers. Language department staff also now possess a detailed vision of how the Chinuk program will expand and have developed a work plan to finalize the curriculum this expansion demands.

For Chinuk language students, the addition of, and exposure to, newly trained staff, as well as the new language resources created during their apprenticeship, further enrich their learning environment. Furthermore, the expansion of the Chinuk program at the school signifies that their language skills will continue to have a place to progress.

CANGLESKA, INC.



Project Title:	Winyan Ki Igluonihanpi Healing Center (Women Reclaiming Sacredness)
Award Amount:	\$298,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- 1 Native American consultant hired
- 12 elders involved
- \$13,870 in resources leveraged
- 37 people trained
- 10 partnerships formed

BACKGROUND

The Oglala Sioux Tribe is located in the southwestern corner of South Dakota on the 1.7 million-acre Pine Ridge Reservation, in Shannon County, which is home to over 20,000 people. The economic situation on the Reservation is depressed, highlighted by Shannon County's rank as second poorest county in the United States. Cangleska, Inc. is a community-based nonprofit headquartered in the center of the Reservation that provides services for domestic violence and sexual assault survivors.

PROJECT PURPOSE AND OBJECTIVES

The goal of the Project was to create and sustain a healing center to support Lakota women, their partners and kinship networks to promote a healthy, balanced lifestyle.

The Project's first objective was to lay groundwork to establish a mental health shelter and initiate culturally-based mental health treatments for survivors of domestic violence. Treatment methods centered on group counseling and weekly participation in *inikaga* - sweat lodge purification rituals. Cangleska staff hired a project coordinator, social worker, psychologist and advocate to implement the Project. Staff developed employee protocols and a treatment template prior to commencing treatment sessions. The treatment involves daily, individual and group counseling for a six-week period and includes cultural mapping exercises aimed at improving individual decision-making. To promote the new service, Cangleska conducted a public outreach campaign, including advertising through a local radio station, local newspapers and letters to partners and community organizations. To help raise awareness, the new shelter's grand opening coincided with the opening of Cangleska's newly-refurbished main building.

In all, 37 women received training in cultural mapping, relationships and domestic violence, sexual assault, parenting and advocacy. Each participant also attended weekly sweat lodges designed to reinforce the sense of self and decision-making skills.

Staff also conducted survey evaluations with each participant to determine satisfaction and additional needs.

In the second objective, Cangleska staff planned to attain state accreditation for the shelter and sustain the Project by developing long-term sources of funding. By the end of the Project, Cangleska had not received state accreditation but had met with state officials to review itemized billing standards, which precedes accreditation. Staff identified Medicaid, insurance and indigent funds as the most likely third-party billing options. However, since Cangleska did not receive accreditation, reimbursement and billing contracts were not implemented by the end of the Project.

The staff faced a series of challenges. First, scheduling conflicts created obstacles for some individuals due to other obligations. Second, some participants had difficulties attending the program while leaving their children in the care of family or non-relatives, due to fears of child abuse. To assuage participant fears, Project staff allowed the participants' children to stay within the confines of the shelter during sessions. Finally, Project staff cited the overall level of poverty and chaos in the lives of its participants as the most difficult challenges to overcome, often making it impossible to regularly attend treatment sessions.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The new shelter provides participating women a safe place to express themselves, conduct healthy social interactions, increase social skills and enhance parenting skills through training. Karen Artichoker, Cangleska's Director, stated, "These women will become assets to the community in the future," because of their participation. Staff hopes progress made with participants will

lead to positive changes in the domestic environment for their children.

During the Project, the shelter received 24 court-ordered mental health and abuse cases. For tribal, state and federal mental health social service referral organizations, the shelter provides a culturally-focused service for Native American clients, something that did not exist previously.

Project staff also reported that the Project strengthened Cangleska's connection to the community. The new facilities are secure, culturally decorated and designed to give families security from violence. The sweat lodge is on-site and there is an outdoor fenced area for children to play, game rooms and computers for youth and client use, and privacy areas for individual families. Furthermore, the Project's newly developed "zero-tolerance" staffing policies and procedures are designed to ensure a safe, stable environment with strict confidentiality rules. The policy includes forbidding staff to use illegal substances, alcohol in public places, or display inappropriate behavior in public. Breaches in confidentiality are cause for immediate dismissal. These policies are advertised locally on the radio and in print. Staff members report the adherence to these policies as the primary reason for the community's trust in Cangleska and the Project's achievements.

"It feels that this work is life saving for women, children and the Lakota people as a whole."

Karen Artichoker
Director, Cangleska, Inc.

FOUR BANDS COMMUNITY FUND



Project Title:	Dakota Native Discovery
Award Amount:	\$279,220
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/19/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 25 jobs created
- 11 businesses created
- 9 Native American consultants hired
- 6 elders involved
- 499 youth involved
- \$26,160 in revenue generated
- \$97,872 in resources leveraged
- 31 people trained
- 62 partnerships formed
- 28 products developed

BACKGROUND

The Great Sioux Reservation was established by the Fort Laramie Treaty in 1868, and spanned all of modern western South Dakota and parts of Nebraska. In 1889, Congress partitioned the Great Sioux Reservation into five geographically separate areas. Three of the resulting five territories are the Cheyenne River, Pine Ridge and Rosebud reservations, which encompass nearly 4.15 million acres of South Dakota and have a combined population of 34,460 members.

The 2000 U.S. Census estimated that poverty rates exceed 40% on all three reservations and unemployment rates are higher than 35%. In 2006, South Dakota’s tourism sector, which is increasingly powered by the desire to experience Native American culture, provided an estimated 33,000 jobs and contributed over two billion dollars to its economy. This Project was designed to tap into the tourism market to facilitate economic development on the three reservations.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to expand the capacity and number of new tourism-related activities, businesses and services on the three reservations through partnership development and marketing strategies. Three groups coordinated activities on each of the reservations: Four Bands Community Fund on the Cheyenne River Indian Reservation, Pine Ridge Chamber of Commerce on the Pine Ridge Reservation, and Sicangu Fund on the Rosebud Indian Reservation.

The first objective was to expand tourism opportunities by six tourist activities and ten new tour-oriented businesses. To facilitate the tourism expansion, Project staff conducted targeted outreach to identify

tourism businesses and artists available on the reservations. Once businesses were identified, outreach activities included one-on-one technical assistance sessions between Project staff and local entrepreneurs. Trainings focused on customer service, technology, accounting and community involvement. By the Project's end, staff had successfully facilitated the expansion of six new tourism-related activities, such as guided hunting trips and tipi village tours. Staff also facilitated the establishment of eleven new businesses to serve tourists, including: a tipi campground, bait and tackle shop, art galleries, hunting guides, traditional quilters and coffee shops.

The second objective was to expand the capacity of 60 tourism activities / businesses and 35 individual artists to provide tourism activities and services. Project staff conducted marketing, pricing methods and artistic trainings on all three reservations to 31 individual artists and entrepreneurs. Combined with onsite trainings, staff worked with 137 individual Native American artists and entrepreneurs and 122 businesses.

The Project's final objective was to strengthen 65 partnerships and implement six marketing activities to increase new customers for 30 native businesses and artists. Project staff promoted partnership development by attending state tourism meetings, participating in tribal tourism activities, holding powwows at local venues and conducting a marketing campaign to attract visitors. Through the marketing campaign, staff developed, produced and distributed over 15,000 copies of advertising rack cards (small graphic advertisements) for sixteen businesses. Staff distributed the rack cards to hotels, at conventions and throughout South Dakota's highway rest stops. Staff also developed two tribal tourism websites, 38 web pages for local businesses, three tourism media packets and

four regional tourism maps, of which it produced 20,270 copies that staff distributed throughout the state. The 62 Project partners include art galleries, tourism associations, hotels and casinos, tribal governments and the South Dakota Governor's Office of Economic Development, all of which worked together to promote cultural tourism on the three reservations.

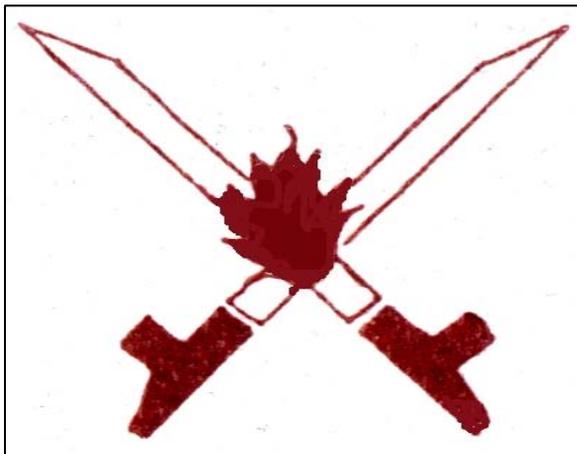
Staff reported travel difficulties due to vast distances between the three main Project offices. Since traveling three hours one way for staff meetings was expensive and consumed an inordinate amount of time, staff developed telecommunication procedures to help keep transportation costs to a minimum.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Three reservation communities worked in concert to increase tourism networking and economic development opportunities. The collaboration also reached the regional level, as the State of South Dakota increased its promotion and assistance to the tribes' tourism goals, which in turn positively impacts the entire state.

For existing and new local artists and entrepreneurs, the Project provided critical business assistance. One local trail riding company, Minnecoju Trail Rides, gave tours to 5-7 groups per year prior to 2005. Due to recent expansions facilitated by the Project, it now serves between 10-15 groups each summer. Another entrepreneur assisted by the Project was Kristy Marshall, proprietor of Kristy's Creations, a native quilt producer and reseller. She shared, "Without Four Bands' assistance, I would have had difficulty staying in business." With Project help, she purchased a sewing machine and increased marketing efforts. She sold over 100 quilts during the Project, compared to only a few per year previously.

OCETI WAKAN (SACRED FIREPLACE)



Project Title:	Native Language Preservation and Maintenance
Award Amount:	\$75,000
Type of Grant:	Language
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 90 elders involved
- 15 youth involved
- \$11,392 in resources leveraged
- 15 people trained
- 9 partnerships formed
- 5 products developed
- 1 language survey developed
- 2,157 language surveys completed

BACKGROUND

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

The Lakota are part of a confederation of seven related Sioux tribes whose Lakota language is one of three major Sioux dialects. Oceti Wakan, which means “Sacred Fireplace” in Lakota, is located on

the Pine Ridge Oglala Lakota Reservation in South Dakota. The Reservation is divided into nine districts spread over 1.7 million acres. The 2000 U.S. Census estimated the Reservation’s population at 14,068 people.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to conduct a comprehensive language assessment to identify the status of the Lakota language on the Reservation and establish the community’s long-range language preservation goals.

The Project’s first objective was to develop and conduct a language assessment for the entire Pine Ridge Reservation. Staff developed the survey to capture the number of residents in each district; people living in each household; and the number of people that can speak, read or understand Lakota. The Project Director hired fifteen part-time surveyors with knowledge of each of the Reservation’s nine districts to conduct the survey. By the end of the Project, surveyors captured data for 2,157 households on the Reservation, representing over 9,450 people. Survey results indicated that 19% of Pine Ridge residents speak the Lakota Language and at least one person in 41% of all the

Reservation's households speaks Lakota. Furthermore, the data details variations in Lakota skills by district, revealing balanced distributions of speakers in some areas and highlighting imbalances in others.

The second objective was to assess the community's long-range language goals by attending district meetings and interviewing tribal elders, Head Start directors and school teachers. Presenting statistical data gleaned from survey results, staff met with elders in all nine districts, local school teachers and the director of the Reservation's Head Start program. To encourage community participation at each of the monthly district meetings, staff developed a public service announcement for the local radio station and distributed 1,000 posters throughout the Reservation. Despite these efforts, staff members were unable to attend meetings in every district due to difficulties being scheduled on meeting agendas, inconsistent meeting patterns and occasional tribal elections. Concurrent with the meetings, Project staff delivered workshops on internalized racism and discussed Lakota language goals with 496 local classrooms. Staff connected the workshops to the language Project by highlighting the counterproductive trend of appreciating external values and education more than Lakota values. Staff encouraged youth to place greater value on the Lakota people and language.

By the Project's end, staff had developed a list of the Reservation's language goals, which included: immersion language schools, increased Lakota cultural instruction in public schools, focusing language instruction on conversational sentences rather than individual language "chunks," developing a young parent language program, declaring a "state of language emergency" on the Reservation and focusing on the youngest children in the homes and Head Start program.

Project staff confronted extreme weather conditions during survey months, which limited possible travel days. As another challenge, the partner radio station closed unexpectedly for several months, limiting its advertising impact on the Project. Additionally, one staff vehicle was involved in a collision and became inoperable, leading staff to purchase a new vehicle to travel to survey sites.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Project staff reported a shift in tribal member consciousness regarding language preservation due to the dissemination of survey results at community meetings. Staff also noted that a dialogue on language preservation began between tribal districts following the meetings. Community members expressed satisfaction at their involvement in the development of long-term language goals.

Involved elders expressed pre-Project concerns about what they saw as rapid Lakota language loss. Following the Project, many reported satisfaction that tribal members had taken initiative and were working towards a solution.

Project staff also reported significant progress in the Reservation's schools. Teachers perceived an increase in practical dialogue regarding language preservation in the school system. Cindy Catches, the Project Director, shared, "This is the first time in ten years that our dialogue with the school district regarding language preservation has turned around. The effects should be monumental for the Reservation."

FIRST NATIONS DEVELOPMENT INSTITUTE



Project Title:	Assets for the Future: Building Native Individual Development Accounts
Award Amount:	\$371,256
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 8 Native American consultants hired
- \$1,300 in revenue generated
- \$253,800 in resources leveraged
- 80 people trained
- 19 partnerships formed
- 2 products developed

BACKGROUND

The First Nations Development Institute (FNDI) is a national organization founded in 1980 to assist Native American tribes to develop strong economies. FNDI implements programs designed to build local capacity while respecting tribal cultural integrity. The agency's programs focus on financial technical assistance and asset-based economic development in reservations and rural native communities. By building the capacity of Native Americans to control and develop their assets, FNDI empowers economic futures in alignment with cultural mores.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to expand Native American individual savings and investments through outreach and education on Native Individual Development Accounts (IDAs). IDAs are matched savings accounts that enable low-income families to save and build assets. IDAs are based on a cash match-incentive, similar to an employer match for 401(k) contributions, which augments monthly family investments. Typically, IDA investments are used to buy houses, pay for education or start small businesses.

The Project's first objective was to develop and implement expanded IDA outreach and education activities. Project staff hired nine consultants and created an introductory information packet and marketing materials, which were published on the internet. Staff also conducted educational convenings in Arizona and Oklahoma, involving a total of 85 participants. The convenings presented introductory information about IDAs including: financial education training options, Earned Income Tax Credit (EITC), funding sources, involving tribal leaders in IDA work and sustaining IDA programs.

The second objective was to develop statewide IDA coalitions in Arizona and Oklahoma and create an educational workbook. Project staff held interactive meetings in both states to identify coalition goals, technical needs and next steps for each coalition. Representatives from existing IDA programs in each state met with organizations interested in establishing their own IDA initiatives. Project staff also conducted four onsite mentoring visits to the Choctaw, Citizen Potawatomi, Muscogee Creek, and Cherokee tribes as well as the Navajo Partnership for Housing. The purpose of the site visits was to provide technical assistance to the fledgling IDA programs and, by the Project's end, participants formed tentative coalitions. Project staff also developed and disseminated a new workbook entitled, *Expanding Native Opportunity: Native IDA Initiative*. The workbook is on FNDI's website and staff distributed 1,200 copies to new and potential IDA holders.

The third objective was focused on solidifying the Arizona and Oklahoma coalitions through meetings designed to facilitate the creation of new IDAs in each state. Challenges arose in the Arizona coalition as member organizations struggled to follow through with initial agreements and FNDI's local consultant unexpectedly left the Project. Despite these setbacks, FNDI assisted in the opening of three new IDA programs in Arizona by the end of the Project. The Oklahoma coalition conducted two follow-up meetings to promote IDAs in the state, with 32 participants in attendance. By the Project's end, the coalition had helped start two new IDA programs in Oklahoma and initiated a mentor relationship between the Cherokee and Citizen Potawatomi tribes. Staff also sought to expand FNDI's mentorship training program in both states through additional onsite visits. This activity remained

incomplete as staff worked with only six of the anticipated 35 participants.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project staff assisted in the creation of five new IDA programs in Arizona and Oklahoma. The new programs deliver financial training focused on asset building through IDA savings accounts. The programs also provide matching funds to Native American clients looking to buy assets, receive an education, or start a small business.

Though FNDI does not track its partner agencies' IDA participant data, it often receives field reports demonstrating the program's impact in native communities. One such partner is the Citizen Potawatomi Community Development Corporation (CPCDC), which FNDI helped to initiate an IDA program in 2006. In October, 2006, CPCDC's IDA program enrolled 25 Native Americans, of which 23 graduated after receiving 1,106 hours of financial training. Fifteen participants used their IDA savings for credit repair and repaid \$30,736 in debt. Eight started small businesses, including a photo studio, home renovation company, recording studio and lawn care businesses. In all, participants saved \$18,325 of their own money and received a cumulative match of \$35,950.

For organizations starting IDA programs, the Project increased knowledge of strategies for delivering financial education. Staff reported the Project successfully increased peer learning and networking between tribes and nonprofits through meetings and mentoring visits. To sustain activities after the Project ends, the newly created IDA programs will work to utilize funds from tribes, private foundations and state federal reserve banks.

JAMESTOWN S'KLALLAM TRIBE



Project Title:	Jamestown Family Clinic
Award Amount:	\$175,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 13 jobs created
- 4 elders involved
- \$450,000 in revenue generated
- \$500,000 in resources leveraged
- 2 partnerships formed

BACKGROUND

The Jamestown S'Klallam Tribe is located on the northern Olympic Peninsula of Washington. The Tribe opened the Jamestown Family Health Clinic in 2002 to service tribal members, other American Indians, Alaska Natives and non-Indian residents of eastern Clallam County. Services at the facility include family practice and specialty care obstetrics and gynecology.

The Tribe realized that the Clinic, which was housed in a leased facility, was not large enough to maximize patient visits and provide sufficient revenue to operate with a sustainable profit margin. In 2005, the Tribe resolved to construct a new 35,000 ft² clinic to continue and expand services for the community. With the increased clinic space and higher profit margin, the Tribe hoped to ensure that all 600 of its local and non-local

tribal members could receive health care at constant rates, despite rising costs. The Tribe completed design and construction plans for the new facility in June 2006 and expected construction to begin in August.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to facilitate the expansion of the planned medical facility through the purchase and installation of medical equipment, supplies and some furniture. The equipment included supplies for patient examination and procedure rooms, waiting room furniture, office equipment, communication equipment and wireless network equipment.

Objective 1 was to purchase and install examination, procedure room, communications and lab equipment. To complete construction, the Clinic expected to receive a US Department of Agriculture loan or loan guarantee. Delays in the annual tribal budget process significantly hindered the loan guarantee and the new facility's construction had not begun by the Project's end. Rather than let the delays halt the clinic expansion, Project staff leased additional office space in a different location and purchased examination and procedure room equipment, waiting room furniture, and office equipment. Medical equipment

included examination wall units and exam tables. As part of the installation process, staff developed specifications for the future wireless network and installed a telephone system in the existing facility that clinic staff will reinstall in the new space. Staff installed as much new equipment as possible in the existing clinic, placing the remaining equipment in storage, in anticipation of the new Clinic’s grand opening.

Objective 2 was to complete steps necessary to begin new medical services. Activities included: updating a 2004 study to determine the shortage of family practice and specialty physicians in area, determining priority patient recruitment areas and hiring medical and IT staff. Soon after the Project began, two local outpatient clinics permanently closed. The Klallam Health Clinic absorbed the majority of the clinics’ 5,000 patients and many medical practitioners from one facility, thereby quickly expanding its services. Project staff, therefore, did not complete the planned study or investigate priority recruiting areas as its increased patient load immediately filled its expanded capacity. The Clinic hired three office assistants, four medical assistants, two nurses, three nurse practitioners and one medical doctor. Staff plans to fill positions for three specialty practitioners and an IT specialist after the new Clinic opens.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Sequim community benefited greatly from the Project as the clinic provides regular services for community members who would have been without options for primary health care. Overall, the Clinic’s patient roster now stands at 25,000, of whom it regularly provides services to 4,000.

For the new medical providers and staff, the service expansion provided jobs when the

other clinics closed their doors. The new medical equipment facilitated the Clinic’s expansion as the staff uses the wall units, exam tables and telephone system for all patient visits at the site.

For S’Klallam tribal members, the Clinic’s expansion provided access to increased services. Implementation of the Project also increased the Clinic’s revenue. In the single year of providing increased services, the Clinic billed an additional \$830,000 in patient visits, of which it collected roughly \$450,000. The extra funding will ensure that the Tribe’s 600 members will continue to receive the same benefits as in the past, despite rising health care costs. The Tribe and Clinic continue to pursue a construction loan for the new clinic and expect to secure funding in the near future and have already secured a \$500,000 grant from the Department of Housing and Urban Development to aid the expansion.

“The success of the Jamestown Family Health Clinic is a stabilizing factor in the community.”

Bill Riley
 Director, Health and Human Services
 S’Klallam Tribe

LOWER ELWHA KLALLAM TRIBE



Project Title:	Klallam Language Curriculum Development Project
Award Amount:	\$300,000
Type of Grant:	Language
Project Period:	9/1/2004 – 11/30/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 7 Native American consultants hired
- 5 elders involved
- 1,047 youth involved
- \$54,500 in resources leveraged
- 6 people trained
- 7 partnerships formed
- 8 products developed
- 6 language teachers trained
- 1,700 native language classes held
- 1,047 youth increased their ability to speak a native language
- 6 adults increased their ability to speak a native language

BACKGROUND

The Lower Elwha Klallam Tribe is located in Washington State, on the Olympic Peninsula. The Tribe's reservation was established west of Port Angeles, WA during the Indian Reorganization Act in 1934, and the Tribe received federal recognition in 1968.

The Klallam Language Program began in 1991 and focused on language preservation and revitalization. At the time, the Tribe could only identify eleven first language speakers. In 1998, the local school district integrated the Klallam Language into the curriculum and the Language Program expanded into the Port Angeles High School, where it has been taught ever since.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to develop and implement curricula for 3rd and 8th grades and teach them daily in Port Angeles schools as well as during summer immersion language retreats. The Project's secondary purpose was to encourage tribal members from the three Klallam Tribes (Elwha, Port Gamble and Jamestown) to attain tribal certification as language teachers.

Objective 1 was to develop and instruct a Klallam Language and Culture curriculum, comprised of nine units, to 8th graders in Port Angeles. Project staff developed seven of the nine planned units, with an average of ten lessons per unit. The Project staff's main challenge was consistently implementing the curricula in Port Angeles' classrooms. Scheduling challenges in the local junior high school halted staff efforts to implement the curriculum in 8th grade

classrooms. As an alternative, staff implemented the new curriculum in the existing Klallam language program in the high school.

Objective 2 was to develop and instruct a Klallam Language and Culture curriculum, comprised of nine units, to 3rd graders. Staff developed five of the planned units. Once again, staff faced obstacles to consistently teach the new curriculum in 3rd grade classrooms. By the end of the Project, two of the units had been taught in four public elementary schools, but staff did not find a permanent solution.

Objective 3 was to develop and instruct 50 Klallam Language grammar lessons at a six-week immersion retreat attended by ten participants from each of the three Klallam Tribes. Due to scheduling challenges with the Tribe’s linguist, Project staff altered the structure of the camp. Instead of a six-week course, the linguist taught classes twice a week for ten weeks and led one and two-week immersion programs in January and July. Participant levels exceeded expectations in the Port Gamble and Lower Elwha Tribes but fell short in the Jamestown Klallam Tribe. By the end of the Project, participants completed 34 of the 50 grammar lessons.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Project staff report that participation in the Language Program encourages tribal youth to stay in school and has improved their academic performance. Klallam language teachers from the community serve as role models for youth, providing examples of future employment opportunities. As youth participate in community meals with tribal elders and are encouraged to communicate in Klallam, the language is becoming more closely associated with their cultural identity.

For tribal elders, participation in the Project offered an opportunity to share stories and memories with tribal youth and community members. As youth improve their language skills, elders encouraged tribal gatherings specifically because they wanted to hear the youth speaking Klallam. The positive cycle reinforces intergenerational experiences and the elders’ place in the community as holders of knowledge and wisdom.

Project staff report that the Language Program enhanced intertribal and non-native communication and understanding. Native and non-native teachers and school administrators learned about the Tribe’s history and culture from their participation. Community participation in tribal activities also increased during the Project. Over 500 community members from Port Angeles participated with tribal members from the Port Gamble, Jamestown and Lower Elwha Tribes in an annual canoe journey that focused on tribal culture, history and language.

To maintain language classes, the Language Program receives some resources from the Lower Elwha Tribe and Port Angeles School District. The Program is also seeking grant money for language inventory activities.

“The project has allowed us to fill a gap in our language learning.”
 Wendy Sampson,
 Klallam Language Teacher

MAKAH INDIAN TRIBE



Project Title:	Qiqidiccaq for All Ages Project
Award Amount:	\$301,044
Type of Grant:	Language
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 7 Native American consultants hired
- 19 elders involved
- 210 youth involved
- \$4,100 in resources leveraged
- 3 people trained
- 10 partnerships formed
- 1 product developed
- 2 language teachers trained
- 920 native language classes held
- 210 youth increased their ability to speak a native language
- 56 adults increased their ability to speak a native language

BACKGROUND

The Makah tribe lives in and around the town of Neah Bay, Washington, a small fishing village along the Strait of Juan de Fuca, off the Pacific Ocean. The current reservation spans approximately 27,000 acres, a small portion of the territory controlled by the Tribe before the Treaty of Neah Bay was signed in 1855.

Qwiqwidicciat, the Makah language, belongs to the Southern Nootkan branch of the Wakashan language family. It is the only representative of these linguistic classifications in the United States. Modern linguistics indicates that Qwiqwidicciat became a language distinct from its closest relative, Nitinaht, about 1,000 years ago.

Prior to the Project, Makah was taught in the local kindergarten and in high school. Formal language training did not occur between these grades, however, and students tended to forget much of what they learned.

PROJECT PURPOSE AND OBJECTIVES

The goal of this Project was to expand and strengthen Makah language classes for community members in Neah Bay. Project staff planned to hire and train additional language instructors, develop language curriculum guides for 1st and 2nd grades, create language audio CDs and implement expanded community language classes.

Objective 1 was to hire and train two Makah language teachers. After completing training, staff hoped both teachers would qualify for the First Peoples' Language and Culture Teacher Certificate, which the Makah Tribe and Washington State recognize. Project staff hired both teachers

and gave them training in behavioral topics, music, drama, storytelling, gang awareness and language program funding sources. They also received 540 hours of training in Makah, to improve fluency. Both teachers received teaching certificates, increasing the Tribe's total certified Makah teachers from three to five.

Objective 2 was to develop language curricula for the 1st and 2nd grades. Project staff successfully developed curricula for both grades, including four language CDs. The new curricula provide a graduated guide for K-8th grade Makah instruction in the Neah Bay Elementary School. The curricula fill the prior language instruction gap, providing continuity for students. For grades 3-8, the curricula provide a map for future expansion.

Objective 3 was to conduct language classes for K-2nd grade students in the Neah Bay Elementary School. For each class, Makah language teachers conducted 20-minute language classes three times per week. By the end of the Project, Makah language teachers had taught 864 language classes to 124 K-2nd grade students.

The final objective was to conduct multi-age community classes during the fall, winter and spring quarters, as well as introductory Makah classes for interested tribal departments. Project staff conducted 36 multi-age and 20 tribal department classes. In all, 34 adults received Makah language training on a regular basis. Additionally, Project staff held a summer dance with over 100 youth and five elders in attendance.

The main challenge to implementing the Project arose from scheduling conflicts. Staff scheduled classes during non-language teachers' prep periods and, as those periods change quarterly, Makah classes were at times subject to changes that conflicted with the Makah teachers' schedules.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

For the newly-certified language teachers, both of whom are Makah tribal members, the Project provided employment and the opportunity to share Makah language and culture with the younger generation of tribal members. Teachers promote traditional Makah values in the classroom, such as respect for elders and love for the community, as well as integrating cultural activities like basket weaving and dance.

For participating native and non-native students, the classes increased Makah language knowledge and fluency. The principal of Neah Bay Elementary School, Alice Murner, reported, "I have never seen kids with so much language (fluency) before." Anna Smith, the parent of a participating student, shared that, "Even the non-native kids in the area are really enjoying this experience."

Parents report that their children are more engaged in school and willing to share their new language skills. The process encourages community support for the program.

The school system reviewed and accepted language curriculum, integrating it into the daily schedule. The Neah Bay Elementary School also provides dedicated classrooms to the language program and pays the teachers' class time plus an hour of preparation time for each class. The Makah Tribal Council has dedicated additional funding to maintain the Project. Project staff members continue to develop language classes and plan to expand the program into additional elementary grades.

NORTHWEST INTERTRIBAL COURT SYSTEM



Project Title:	Promoting Tribal Sovereignty and Empowering Tribal Communities Through the Development of Business
Award Amount:	\$601,500
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 4 jobs created
- 5 elders involved
- \$1,800 in resources leveraged
- 3 people trained
- 3 partnerships formed
- 7 governance codes/ordinances developed
- 3 governance codes/ordinances implemented

BACKGROUND

Founded in 1979, the Northwest Intertribal Court System (NICS) is a consortium of seven federally recognized Indian tribes located in western Washington. Member tribes include the Tulalip, Chehalis, Muckleshoot, Skokomish, Sauk-Suiattle, Shoalwater Bay and Port Gamble S'Klallam Tribes. NICS was formed to ensure each tribe is able to have its own court by sharing judges, prosecutors and related court services. NICS also assists member tribes in the development of their individual justice systems.

Member reservations experience high levels of poverty, unemployment, dependency on public assistance and health problems. The tribes determined the lack of economic infrastructure in their communities as one of the major obstacles to tribal self-sufficiency and the development of stable, diversified tribal economies.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to develop laws and related operating regulations to support and enforce business and investment transactions for each of the NICS' member tribes. The Project's methodology focused on a community-based approach to ensure laws and regulations developed would be culturally appropriate and the learning process would build member capacity.

The Project's first objective centered on the seven member tribes developing new, or amending existing, laws associated with business, contract, property or related laws. Activities within this objective included the formation of community-based Tribal Law Development Committees (TLDCs) to spearhead the formulation of legal and regulatory needs of their respective tribes; legal research to address any issues of

concern; the development of draft laws; and the presentation of final drafts to each Tribal Council. By the end of the Project, all seven member tribes had either amended existing laws or developed new laws related to business licensing, housing, tort claims, land use, civil procedures, and workers compensation.

The Project's second objective was to develop operating regulations for tribal agencies responsible for the newly amended or created laws. Activities in this objective focused on tailoring regulations to the needs of the target communities. Resulting regulations include a Tribal Occupational Safety and Health Act, revisions to business ordinances, revisions to land use codes and the development of forms for new business licensing laws.

The adoption and implementation of the drafted laws and regulations was less successful than their development. By the end of the Project, member tribes had adopted and implemented three of the seven drafted laws, specifically because they addressed urgent needs within those tribes.

One hindrance to the adoption of the laws arose when some member tribes experienced leadership changes that resulted in a shift in a tribe's regulatory priorities. Some tribes were also less prepared than anticipated to implement the new laws and regulations. In these instances, the TLDCs decided to put the draft laws and regulations on hold until the timing became more auspicious.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The drafting of regulations proved successful to expand the internal law-making capacity of NICS' seven member tribes. Participants reported the formation of the TLDCs and shared learning process was a positive experience and another step towards self-sufficiency and tribal

sovereignty. For individual committee members, the Project provided an opportunity to discuss important problems in their communities and increase expertise in areas related to the laws being developed. Thus, member tribes increased institutional knowledge as their tribal members learned the technical side of law and regulation development.

For the Kokomish Tribe, the adopted licensing code will allow small tribal businesses to secure wholesale prices for products and encourage new tribal business development. For the Sauk Suiattle Tribe, the adopted housing and eviction codes will facilitate tenant management on the reservation. The Tulalip Tribe developed a Tribal Occupational Health and Safety Act in order to assert more control over its workers' safety.

NICS staff members determined that their proper role was as facilitators for the undrafted laws and regulations. Since the purpose of the Project was to promote tribal sovereignty and self-sufficiency, NICS focused its resources on facilitating the decision-making processes of the tribes.

"Working on this project has given me a lot of optimism about where these tribes are headed"

Dana Merriman,
NICS Project Director

STILLAGUAMISH TRIBE OF INDIANS



Project Title:	Stillaguamish Tribal Transit System
Award Amount:	\$159,574
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2006 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 5 jobs created
- 13 elders involved
- 2 youth involved
- \$20,633 in revenue generated
- \$212,049 in resources leveraged
- 6 people trained
- 7 partnerships formed
- 1 product developed

BACKGROUND

The Stillaguamish Tribe of Indians is a non-reservation-based community located in the northern Puget Sound region of western Washington State, approximately one hour north of Seattle. The Tribe currently has 186 enrolled members, most of which live in rural areas within a 20-mile radius of Arlington, WA.

The Tribe is located in a rural-suburban fringe area, near Seattle but outside its transit service corridors. Tribal lands are a network of noncontiguous parcels, and many tribal members are located in a transportation gap with little access to public transit services.

Prior to this Project, the Tribe provided limited transportation for 30-40 tribal members needing services at the Tribe's methadone and community medical clinics. The Tribe realized it needed to develop a more comprehensive transportation system in order to serve all tribal members.

PROJECT PURPOSE AND OBJECTIVES

The goal of this Project was to expand the Tribe's existing transit services and develop a permanent, self-sustaining transportation system adequate for the needs of tribal members and the non-native community.

The Project's first objective was to establish a demand-response route using one tribal transit mini-bus within a 4-12 mile radius of Arlington, WA. Project staff successfully purchased a mini-bus, hired and trained six bus drivers and a dispatcher, and developed a fixed transit route in addition to a demand-response system. Staff also developed referral mechanisms with local service providers, thereby integrating with the area's available transportation systems.

Project staff developed a policies and procedures manual for transit services that provides detailed instructions on all aspects of the new transit services as well as forms to facilitate accurate records. The Tribe also

successfully signed a Medicaid contract and a billing agreement with Medicaid brokers in the area, enabling it to receive reimbursement for the majority of provided rides.

Objective 2 was to expand on the first objective’s transit route and provide transportation to tribal passengers up to 20 miles away from the tribal center. The Tribe designed the second objective for implementation at the beginning of the Project’s third month. However, expansion of the transit services took place immediately, as the new transit system began serving the methadone clinic’s clients, many of whom live more than 20 miles from the clinic.

Every month, the new transit system provides roughly 400 Medicaid-related trips⁴ as well as 120 tribal employee trips to community members. The system also provides an average of ten wheelchair trips and nearly 200 trips for Native Americans each month. These numbers are huge increases on previous transit provision levels. For example, the 668 total trips provided in June 2007, represent a 912% increase in trips provided since the Project began.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Six people obtained training and became eligible to provide rides for Medicaid reimbursement. Those employed through the Project will maintain their jobs after it ends, utilizing program revenue and other Tribal resources.

Participation in the Project positively affected methadone clinic clients that need

daily transportation services to the Tribe’s clinic. Many of these clients cannot afford their own vehicles or taxi rides to receive the clinic’s services.

The transit system also provides rides to medical and dental clinics for tribal members and Medicaid clients, improving access to health services. For wheelchair-bound tribal members, participation in the Project improved their ability to obtain medical services and become more actively involved in the community. The transit system also provides transportation for several elders who are part of a tribal research team and require transport to conduct studies. By implementing a successful transit system that serves tribal members in a geographically-spread area, the Tribe is realizing self-determination by providing transportation services on its own rather than relying on local governments in the area.

The Project staff leveraged over \$200,000 in resources from a combination of Washington State, local community and tribal funding. Combined with the system’s Medicaid contract, the Project’s positive benefits will be sustained indefinitely.

“Now tribal members and employees know this system exists and plan to use it.”
 Casey Stevens,
 Project Director

⁴ One “trip” is measured as a ride either to or from a specified location. (i.e. – a roundtrip visit to a clinic would be the equivalent of 2 trips.)

THE SUQUAMISH TRIBE



Project Title:	Suquamish Digital Nation
Award Amount:	\$603,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 5 jobs created
- 20 elders involved
- 25 youth involved
- \$40,000 in resources leveraged
- 4 partnerships formed
- 5 products developed

BACKGROUND

The Suquamish Tribe is located in Washington on the Port Madison Indian Reservation, a 30-minute ferry ride from Seattle. The reservation is a checkerboard of native and non-native owned lands. Suquamish tribal enrollment currently stands at roughly 900 members, though the area's total Native American and Alaskan Native population is over 3,000. The Tribe's government employs over 180 people in twelve different departments.

Over the last 20 years, the Tribe's information technology (IT) systems grew organically, without becoming integrated. For example, almost every tribal department collected demographic information independently. Therefore, if a tribal member moved, each department needed to

update its information, resulting in duplication of work.

In the summer of 2001, the Tribe suffered a major IT systems failure that lasted two months, leading to problems recovering files and email outages. The Tribe evaluated its information and communication infrastructures to determine a means of improving its reliability, efficiency and cost effectiveness.

PROJECT PURPOSE AND OBJECTIVES

This Project's purpose was to develop a new, integrated tribal IT system to provide the Tribe with a strong governmental infrastructure.

Objective 1 was to implement a plan for the new centralized database and the Integrated Court Application. Project staff performed a business process analysis, developed, and outlined the conceptual design and physical requirements of the new courts database system. Staff also tested the system and developed a conceptual design for the larger centralized database.

Objective 2 was to acquire and implement database software for the integrated courts, child welfare and human resources

departmental systems. Project staff successfully purchased, tailored and implemented database systems for all three departments. As an ancillary activity, staff implemented a similar database system for the human services department.

Objective 3 was to design and implement a web tool to provide an internet, extranet and web interface to share information between the newly created department databases. Main activities included the installation of web servers, development of the initial intranet structure and creation of web-based mapping tools. Many other activities, such as extranet web page design and on-line museum development, were still in progress at the Project's end, as the tasks proved to be more time consuming than anticipated. Project staff reported the Tribe fully supported the continuation and completion of all unfinished activities after ANA funding ended.

The Project's fourth objective was to develop and operate an on-going training program for Suquamish Tribal government staff. Staff developed trainings and curricula that relate directly to IT and communication issues pertinent to the Tribe's successful management. The Tribe originally envisioned completing the training program utilizing Project staff but ultimately felt it would be accomplished more quickly by using a consultant with expertise in the field.

The Project was overly ambitious for its funding request and implementation timeframe as originally written. The Project languished for one year until a new Project Manager and IT staff with greater expertise in database systems joined the effort. Once onboard, progress on Project activities moved forward in an efficient manner.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

For the tribal police, human resources, human services and court systems, the Project results have increased their capacity to process, record and store tribal member data in a consistent manner. This will reduce the administrative burden associated with data entry tasks, and allow staff more time for other work. For the tribal court system, the new database should help staff finish cases more quickly, saving time and money. The system should also help the police department quickly run data reports on the types and numbers of crimes being committed in order to fine-tune law enforcement efforts.

For the Tribe, the new database will ensure that member records are accurately maintained, increasing its ability to compile and present statistical information to tribal members and partner agencies. Accurate information on crime rates, court cases, child welfare and employment will also assist the Tribe's decision-making process.

"The biggest beneficiaries are the tribal members. The database will improve the services they receive because now we can store the data and better evaluate how well we're doing."

Michael Felts,
Project Director

BAD RIVER BAND OF LAKE SUPERIOR TRIBE OF CHIPPEWA INDIANS



Project Title:	Bad River Fish Hatchery Improvement Project
Award Amount:	\$500,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 7/31/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 6 elders involved
- 15 youth involved
- \$58,000 in resources leveraged
- 7 partnerships formed
- 3 products developed

BACKGROUND

The Bad River Band of Lake Superior Tribe of Chippewa Indians is located south of Lake Superior, near the Wisconsin and Michigan border. The reservation's land area, 90% of which is wilderness, spans roughly 192 square miles of land in Ashland and Iron counties, Wisconsin. Of the Band's 6,000 members, 1,411 were registered as residents on the reservation in the 2000 U.S. Census. The Bad River Band's population is predominantly divided between the four communities of Odanah, Diaperville, Birch Hill and Frank's Field.

In the late 1970s the Tribe constructed a fish hatchery with five fish-rearing ponds in an effort to ensure the community's stocks of Lake Superior walleye and a minimal amount of yellow perch, both of which are traditionally harvested by tribal members. Since that time, tribal member crews have annually collected eggs during spawning

season, incubated them in the hatchery and transferred the eggs to the fish ponds for rearing.

By the 1990s the original earthen ponds had become inoperable due to muskrat infestations in the ponds' berms and vegetation encroachment from the adjacent wetlands. The dramatic decrease in the hatchery's capacity to rear significant numbers of walleye fingerlings coincided with a period of population growth.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to restore three of the original fish-rearing ponds to increase walleye and yellow perch rearing populations for future generations.

The Project's first objective was to revitalize three inoperative rearing ponds with design assistance from the National Resources Conservation Service (NRCS) and the Army Corps of Engineers (ACE). Delays and environmental mitigation concerns from ACE arose in the design work, pushing the completion date for the pond revitalization to the end of 2006. With this delay, Project staff needed to revise their original project end date to the end of summer 2007 in order to avoid rearing fish in the cold weather of northern Wisconsin. By the spring of 2007,

the pond restoration was mostly complete and included three new ponds with rubber liners and a chain-link fence surrounding the property to keep rodents out. Fish hatchery staff members were also able to install a metal flashing barrier around the bottom of the new fence, though this occurred after the Project's timeframe had ended.

Objective 2 was to increase walleye fingerling production and restore yellow perch numbers through their release in the Bad River waterways. By the end of the Project, the fish hatchery successfully stocked 550,649 walleye fingerlings in the Bad River waterways, up from the pre-Project annual mean of 359,000, or an increase of 65%. This increase was less than the 100% increase anticipated in the original proposal. The capacity to raise an additional 60,000 3-4" extended-growth walleye was also achieved through the pond renovations, however, no extended-growth fish were raised during the Project timeframe. In addition to walleye fingerlings, Project staff raised and released 50,000 yellow perch fingerlings into the Bad River waterways.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Tribe's elders benefited from the tribal fish hatchery program, which donated 75 fish to the Tribe's elder feeding program as well as 300-400 walleye fillets to tribal families. The hatchery's increased fish-rearing capacity will help ensure the continued supply of fish for feeding programs.

Staff members also reported on Project benefits that extend past the availability of fish as a food source. Erv Soulier, Bad River's Natural Resources Director, shared that the hatchery's work has "increased opportunities for local fishing and the maintenance of traditional social events," such as spear and net fishing and a

traditional spring water ceremony.

The Tribe has also benefited as a whole from this Project. Hatchery staff reported that the Tribe received positive public relations exposure from the local non-Native community as a result of this Project and the continuation of the fish hatchery Project. Through the Project, the Tribe contributed to the overall health of the Lake Superior walleye and yellow perch populations, not just fish stocks under the Tribe's control. An extension of the benefits received by the Tribe and tribal fishermen should reach the local non-Native fishermen, fisheries and sports fishing clubs due to the continued efforts of the fish hatchery.

Another of the Project's beneficiary groups was the Gitiganing Community Garden, which received fish waste from the ponds to utilize as fertilizer. By the end of the Project, staff had delivered roughly 75 cubic feet of fertilizer from the ponds to the community garden.

To ensure the sustainability of the renovated fish hatchery, staff began planning for the future financial security of the hatchery. In addition to receiving continued Fish and Game funding from the Bureau of Indian Affairs, Project staff discussed the possibility of selling surplus fingerlings and fry to local private and governmental buyers interested in fish hatcheries. To determine the feasibility of such a proposal, Project staff will monitor the fry and fingerling production during the next few seasons to determine the amount of surplus that could become available for sale.

GREAT LAKES INDIAN FISH AND WILDLIFE COMMISSION (GLIFWC)



Project Title:	Anishinaabe Language Natural Resource Project
Award Amount:	\$514,623
Type of Grant:	Language
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 4 jobs created
- 53 elders involved
- 3 youth involved
- \$62,348 in resources leveraged
- 340 people trained
- 29 partnerships formed
- 5 products developed
- 907 native language classes held
- 8 adults increased their ability to speak a native language

BACKGROUND

Formed in 1984, the Great Lakes Indian Fish and Wildlife Commission (GLIFWC) is a natural resource management consortium that serves eleven sovereign Ojibwe member governments in Wisconsin, Minnesota and Michigan. The total tribal enrollment for the member bands was 33,040 in a 1999 census. The tribes control 58,469 acres of land ceded to them in the Chippewa treaties of 1836, 1837, 1842 and 1854. GLIFWC assists its member bands in the implementation and protection of off-reservation treaty rights and natural resource management.

The native language of the tribes served by GLIFWC is Anishinaabe. In the last several decades, Anishinaabe use amongst tribal members has decreased dramatically. Many plant, animal and location names were lost as elders passed and took their knowledge with them. The two dictionaries used in Anishinaabe language programs only identified 112 plants and 62 animals out of the 3,000 plants and 640 animals currently present in the current land base.

PROJECT PURPOSE AND OBJECTIVES

The focus of this Project's purpose was an effort to stem the tide of Anishinaabe language (parent to the Ojibwe language and often used interchangeably with Ojibwe when referencing language) loss by preserving the native lexicon of the tribes' natural environment. To do so, staff sought to develop an Anishinaabe language database containing names of plants, animals and locations found within the area administered by GLIFWC. The compiled databases would then be developed into a CD/DVD and book that could be used by GLIFWC staff, tribal colleges and language programs as a language resource tool.

Objective 1 was to create GIS maps documenting the Anishinaabe names of

locations within the ceded treaty areas, including the names of lakes, rivers, islands, traditional village sites, and wintering sites. Project staff created four large laminated maps: one for the eleven tribes' total territory and one for each of the individual states within the territory.

The second objective for years one and two was to create databases for all of the bird, fish, animal, reptile, insect and plant species within the treaty territories. The database was successfully completed. As an unintended benefit, GLIFWC received language expertise and guidance from a number of Canadian Ojibwe members and staff from the Ojibwe Language Program at the University of Minnesota, St. Paul.

The single objective for the Project's third year was to complete the Anishinaabe Language Natural Resource Dictionary / Guide of Plants, Animals and Locations CD and accompanying book, utilizing the databases created during the first two years of the Project. The resulting Language Natural Resource CD exceeded all expectations in its scope, design and comprehensiveness. On the CD, each of the more than 1,500 words for the plants, animals and location names surrounding the GLIFWC member bands is given its own visual page, with the accompanying scientific, English, and Anishinaabe translations. Each page has been developed as an interactive language tool. In all, 1,500 copies of the CD have been made and were equally distributed amongst GLIFWC's eleven constituent tribes.

Project staff faced continuous challenges with the technical aspects of the CD creation throughout the Project's implementation. The challenges caused GLIFWC to continue activities after the Project's ended in order to accomplish all proposed objectives.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Implementation of the Project allowed for the employment of a total of eleven people and created 27 partnerships with wildlife photographers, who donated 340 photographs to the language CD.

For GLIFWC staff and Ojibwe language students from the University of Minnesota, St. Paul and other local institutions, the Project created important opportunities for Anishinaabe language learning. For the language students, participation in the Project increased their sense of ownership in the learning process. Throughout the language CD's creation, students across the region were utilized to test the CD for user-interface capabilities and contribute their advice on improvements. GLIFWC staff received five weekly hours of formal Ojibwe language training from local teachers. In all, over 900 Anishinaabe language classes and language CD workshops were conducted as a result of the Project with participation from 340 people.

Tribal elders also benefited greatly from the Project investment in Anishinaabe language preservation. Each of the 53 participating tribal elders received \$50 per hour to participate in the Project. The elders expressed their sense of pride at seeing their knowledge used to preserve the culture in a medium more understood by the younger generations of Chippewa. Nancy Jones, a key participating elder in the Project, expressed, "I enjoy participating in the project because I know that I am telling the stories that I grew up with and that are no longer common knowledge amongst the living Chippewa."

To ensure the sustainability of the language CD and map production, Project staff will sell the CD at cost to interested parties. As evidenced by several sales to European customers, Jim St. Arnold, the Project Director, reported, "This Project is going to sustain itself."

GREAT LAKES INDIAN FISH AND WILDLIFE COMMISSION (GLIFWC)



Project Title:	GLIFWC's Treaty Fisheries Intertribal Food System
Award Amount:	\$254,382
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 11 jobs created
- 6 businesses created
- 350 elders involved
- 100 youth involved
- \$375,442 in resources leveraged
- 64 people trained
- 37 partnerships formed
- 20 products developed

BACKGROUND

Formed in 1984, the Great Lakes Indian Fish and Wildlife Commission (GLIFWC) is a natural resource management consortium comprised of eleven sovereign Ojibwe member governments in Wisconsin, Minnesota and Michigan. The total tribal enrollment for the member bands was 33,040 in a 1999 census. Member tribes control 58,469 acres of land ceded to them in the Chippewa treaties of 1836, 1837, 1842 and 1854. GLIFWC assists its member bands in the implementation and protection of off-reservation treaty rights and natural resource management.

Commercial fishing remains an important source of income for many tribal members

in four of GLIFWC's member tribes: Red Cliff, Bad River, Keweenaw Bay and Bay Mills. Tribal fishermen from GLIFWC's service area have harvested fish and sold them primarily to non-tribal wholesale processors since the 1970s. Recently, the tribally-harvested Great Lakes whitefish market has suffered an economic downturn, partly as a result of the increased competition from foreign fish imports and large fish processing operations.

PROJECT PURPOSE AND OBJECTIVES

The goal of this Project was to assist GLIFWC members' tribally licensed fishermen to harvest, process, market and sell high quality American Indian products.

The Project's first objective was to provide trainings in Hazard Analysis and Critical Control Points (HACCP), which is required for tribal fishermen to sell processed fish to tribal restaurants, grocery stores and food service operations. GLIFWC assisted 49 fishermen to pass the HACCP course by the end of the Project. This objective also included planning to support tribally-harvested fish sales through the production and distribution of marketing materials; product demonstrations and promotions; and the design of new whitefish packaging labels that include a "Made by American Indians"

logo. Project staff printed 11,750 individualized fishing labels, 11,250 point of origin sales materials and 1,250 recipe/information booklets. Staff conducted 12 product demonstrations in GLIFWC communities and printed “Lake Superior Whitefish” advertisements in a regional tourism magazine. Finally, staff submitted a logo to the Inter-Tribal Agriculture Council, but did not receive a response by the end of the Project’s timeframe.

The second objective was to implement an intertribal fish business development and expansion strategy with tribal fish processors. In exchange for purchasing fish processing equipment, such as whitefish pin-boning machines, industrial freezers and vacuum-packing machines, tribal fishermen were required to purchase the equipment through donations of fresh and frozen whitefish fillets to the eleven participating communities. By the end of the Project over \$52,992 in whitefish had been given as contributions to elder and family feeding programs, community events and product demonstrations from the fishermen. The expansion strategy was ultimately responsible for the creation of six new local fish businesses and the expansion of seven existing businesses.

The Project’s major challenge was the staff’s inability to expand fish processing capacity for the intended milestone of eleven tribal fishermen. This resulted from the lack of expected support from some fishermen that initially expressed interest in business expansion.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The six start-up businesses assisted by participation in the Project will sustain local jobs and offer fish processing and catering services to the local fish industry. The businesses will add to the member tribes’

stake in the local fish market, further insulate them from processing middlemen and retain fish harvesting profits within the community. This will maintain the business cycle within the communities and stop the financial leakage associated with outside processors and fish venders.

For the seven fishermen able to expand their operations, the resulting sales contracts with local restaurants and grocery stores will increase profits and ensure their sustainability. The owner of the newly founded and expanded Apostle Island Fish Company expressed, “I’ve seen a real big increase in sales since I started working with Jim [the Project Director] on this project.”

Just as important, the fishermen will be able to carry on a family tradition, reversing the recent decline in fishing careers. Also, nine new jobs were created and paid for as a result of the Project. The sustainability of these positions will not depend on future grants or subsidies.

The fish marketing campaign focused its attention on the health benefits of whitefish, namely its high omega-3 fat content and low levels of mercury and other toxins, specifically when compared with other fish choices available in the local market. Through community fish boils, GLIFWC demonstrated a healthy alternative to popular fish fries.

Community elders and low-income families benefited from the Project’s fish donation component. Since the fish delivered was usually frozen, it could be stored and delivered to community members during the tough winter months, when weather can hinder trips to the store. Furthermore, as whitefish is a traditional food for individuals of GLIFWC’s member tribes, the presence of whitefish at the dinner table reinforces traditional family bonds.

GREAT LAKES INTER-TRIBAL COUNCIL



Project Title:	Small Business Training and Technology Center
Award Amount:	\$700,041
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 38 jobs created
- 28 businesses created
- 15 elders involved
- \$182,044 in resources leveraged
- 157 people trained
- 92 partnerships formed
- 2 products developed

BACKGROUND

The Great Lakes Inter-Tribal Council (GLITC) was founded in 1965 as a nonprofit organization with headquarters on the Lac du Flambeau Reservation in northern Wisconsin. GLITC is a consortium of twelve federally recognized Native American tribes in Wisconsin and Upper Michigan. GLITC provides programs and services to constituent tribes to support the expansion of self-determination efforts.

The tribes involved in this project include: 1) Forest County Potawatomi; 2) St. Croix Chippewa; 3) Lac du Flambeau Band of Lake Superior Chippewa; 4) Oneida Nation; 5) Red Cliff Band of Lake Superior Chippewa; 6) Sokaogon Mole Lake Chippewa; 7) Bad River Band of Lake

Superior Chippewa; 8) Stockbridge-Munsee Tribe; 9) Menominee Tribe; 10) Lac Courte Oreilles Band of Lake Superior Chippewa; 11) Ho-Chunk Nation; and 12) Lac Vieux Desert Tribe.

The population of the twelve communities is approximately 50,000 people.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to establish a GLITC Small Business Training and Technology Center with end-user sites in the twelve targeted communities. The purpose of the Center is to assist tribal economic development through distance learning, small business seminars, and one-on-one business counseling for interested entrepreneurs.

The Project's first objective was to set up the video-conferencing infrastructure for the Center and the twelve end-user sites and to train tribal IT staff in system use and maintenance. To establish infrastructure, each site's Tribal Council first appointed an on-site IT Coordinator and then determined a physical location for videoconferencing equipment. Use and effectiveness of videoconferencing equipment varied widely as some equipment is in user-friendly

locations such as the tribe's library or small business development office, and in other cases was placed in Tribal Council offices and therefore only accessible to the community through appointment. To train each IT Coordinator on the system's use and purpose, Project staff informally assessed the Coordinators' expertise levels and arranged them into learning groups. Trainings were tailored to each group's readiness and learning needs and delivered by project staff via the videoconferencing equipment. The Project staff provided follow-up training upon request. During the Project's second year, staff visited each site to encourage equipment use and suggest alternative methods of utilization. Project staff members therefore became "cheerleaders of technology" in encouraging use of the equipment, thereby taking additional time to push activities towards completion in achievement of the objective.

The Project's second objective was to develop a small business training program to be delivered via the installed technology and include provisions for one-on-one consulting services for interested entrepreneurs. Two Project staff members received training on, and utilized, the pre-existing 'Spirit Inside' curriculum, adapting the lessons to fit Project needs. One hundred and fifty-five prospective entrepreneurs received training in such areas as financial literacy, creating business plans and marketing. Additionally, Project activities created a network of 92 business consultants and provided mentorship to interested entrepreneurs both during and after the formal training sessions. Several of this objective's follow-up activities were abandoned during implementation. Training participants were not awarded college credit by the University of Wisconsin as 'Spirit Inside' was not the agreed upon curriculum in the work plan. GLITC also did not establish a fee structure for the future sustainability of the business

training sessions, although a USDA grant has been secured to continue the classes. Finally, the pursuit of minority-owned business certification status for entrepreneurs that successfully established a business was not pursued. Instead, certification of tribal entrepreneurs by the Wisconsin Entrepreneur's Network is being pursued by Project staff, but was not completed upon the Project's conclusion.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Of the entrepreneurs trained, 28 new small tribal businesses were created through this Project, employing a total of 37 people. These businesses will provide increased services to community members and will help retain tribal dollars within the communities and attract non-tribal dollars into the local economies. Additionally, Project staff members discouraged some trainees from starting their business due to lack of readiness or expertise, thereby protecting them from possible failure. In these cases, staff utilized the established consultant network to increase trainee knowledge and experience.

Furthermore, twelve tribal communities have new teleconferencing infrastructure as a result of this project. The equipment will serve to keep GLITC in contact with their geographically disparate constituents and allows each tribe to explore alternative uses for their newfound videoconferencing capability.

LAC DU FLAMBEAU BAND OF LAKE SUPERIOR CHIPPEWA INDIANS



Project Title:	Youth Entrepreneurship Project
Award Amount:	\$352,000
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2005 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 20 elders involved
- 206 youth involved
- \$1,800 in revenue generated
- \$130,935 in resources leveraged
- 124 people trained
- 13 partnerships formed
- 5 products developed

BACKGROUND

The Lac du Flambeau Reservation was created in 1854 and spans approximately 245,000 acres. The reservation is located in northern Wisconsin on land the Tribe has inhabited since 1745. The Tribe currently counts almost 3,500 enrolled members, of which about half live on reservation lands. Approximately one-quarter of the total population is under 18 years of age.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to offer business education activities to increase the leadership capacity and entrepreneurial skills of Lac du Flambeau youth.

The Projects' first objective was to conduct summer training programs in the areas of leadership and business skills development. During the Project's first year, staff developed curriculum for, and implemented, an Introduction to Business Leadership course. Seven high school and six middle school students completed the five-week program, which included formal classroom instruction in business and financial literacy as well as participation in community service projects. In Year 2, Project staff followed up the first-year training by creating a curriculum entitled Future Business Leaders. The four-week program was completed by seven high school students and fourteen middle school students. Project staff made adjustments to the program based upon feedback solicited from first-year program participants. The formal classroom instruction component featured more interactive learning activities and a stronger focus was placed on community service. Youth participants completed eleven service projects, including the creation of a medicine plant garden at the Elders Center and the development of a hiking trail around the reservation.

The Project's second objective was to create and facilitate a school-based curriculum to introduce entrepreneurship as a career opportunity to both high school and middle school students. In the Project's first year, staff developed and implemented an Entrepreneurship 101 course. Twelve high school students completed the elective course which met twice a week for the full academic year. As part of the coursework, each student developed a basic business plan and participated in field trips to nine local businesses and four colleges. For the middle school program, eight students from the Tribe's Future Leaders program were taught the curriculum over the course of a school quarter. During the Project's second year, staff developed and implemented an Entrepreneurship Options course. Eight high school students completed the elective course which met twice a week for the full school year. For the middle school program, the course was offered as an after-school activity, and fourteen students participated for a school quarter. As an unintended benefit, project staff was invited to present the leadership development portion of their course at the local public high school, involving 70 students in the sessions.

The third Project objective was to develop a native youth entrepreneurship toolkit. A video entitled "Today's Warriors: Leaders and Entrepreneurs" was completed and features Lac du Flambeau small business owners and native youth participants from this project, thereby offering positive role models that the Native community can identify with. The video was paired with the curriculum developed under this Project's second objective to complete the toolkit. Upon request, nearly 800 of the toolkits have been distributed to local schools, tribal community centers, tribal youth programs and academic institutions.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

For each youth involved in the activities in this Project, pre- and post-evaluation tests indicated a measurable increase of knowledge and skills in financial literacy and leadership capacity. When asked about the lessons they had learned during the program, one of the youth from the Tribe's Future Leaders Program, Elijah, shared, "You have to make your work or your business something you love to do."

Youth learned civic responsibility through community service activities, which included roadside cleanups on reservation lands and the construction of trash bins and picnic tables. Youth received stipends for their service work, strengthening the linkage between hard work and financial reward. Furthermore, the hiking trail and garden created through the activities of the Project's first objective continue to be maintained by youth after the program's conclusion. Leon Valliere, father of one of the Project's participants, expressed, "Through this Project, I have seen my son come out of his shell. He is more positive and better able to relate to his peers." He added, "The goals of this Project are exactly what we want our children to strive for."

Project staff has already identified ways to continue the activities of this Project. They have procured a U.S. Fish and Wildlife grant to create a water education trail that will complement the completed hiking trail. ANA has also awarded the Tribe a one-year grant for 2008 which plans to exercise the youths' recently acquired entrepreneurial skills by utilizing a reservation-based business incubator to create a summer eco-tourism venture. The project will continue to abide by the tenets of what the Lac du Flambeau community calls its triple bottom-line: "Make revenue, be good for the community, and respect Mother Earth".

MENOMINEE INDIAN TRIBE OF WISCONSIN



Project Title:	Strategic Planning Project
Award Amount:	\$525,550
Type of Grant:	Social and Economic Development Strategies
Project Period:	9/30/2004 – 9/29/2007
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 79 elders involved
- 100 youth involved
- 161 people trained
- 13 partnerships formed
- 1 product developed
- 1 governance code/ordinance developed
- 1 governance code/ordinance implemented

BACKGROUND

The Menominee Indian Reservation, created in 1854, is located in central Wisconsin and spans 235,523 acres. The Tribe was terminated in 1954, but grassroots efforts led to federal restoration in 1973. There are currently 8,406 individuals enrolled in the Menominee Indian Tribe, with about half of the community members residing on reservation lands.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to create a long-range Strategic Plan to collaboratively coordinate the planning and future

implementation of all Menominee tribal programs.

The Project's first objective was to create, disseminate, and tabulate a community survey for public input on current needs and government services. Project staff initiated the strategic planning process by creating a 70+ question survey that gathered member input on a myriad of topics, including tribal youth programs, housing and culture. The survey was distributed randomly to 1,600 individuals, or about 20% of the enrolled tribal population. Approximately 25% of the surveys were completed and returned. Analysis of the survey findings provided a foundation for the Project's remaining objectives.

The Project's second objective, in cooperation with the College of Menominee Nation, was to conduct eight strategic planning training sessions for management units of tribal governance and six sessions for tribal program directors. Twelve participants were trained in content areas such as SWOT Analysis, Affinity Diagramming, Fishbone Diagramming, Community Planning, and an Overview of Menominee Tribal Constitution and By-Laws. In each of the training sessions,

participants created program action plans which were then incorporated into the Plan.

The third objective was to provide two strategic planning training sessions for the staff of tribal government programs. The trainings were attended by 149 tribal staff and interested community members. Content included identification of strategic goals and objectives, and the development of supporting action plans.

Objective 4 of the Project was to conduct community planning sessions for final inputs and review of the Strategic Plan. The Plan was presented to the public as seven visionary areas complete with action plans for each area: Culture, Justice, Economics, Health, Education, Social and Natural Resources. A total of 182 community members attended eight public hearings. Each participant received a copy of the draft Plan and both written and electronic feedback was encouraged. Project staff members and the seven work groups collected 186 comments, responded directly to each one, and incorporated apt suggestions into the draft Plan.

The Project's final objective was to finalize the Menominee Tribe's Strategic Plan, and to have the document and associated Strategic Plan Ordinance adopted by the Tribal Legislature. Tribal Council met this objective, and by proxy, the Project goal, September 25, 2007, when they adopted the Menominee Tribe's Strategic Plan Ordinance.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Menominee Strategic Plan documents the current state of all tribal programs and sets each of their paths for short, medium and long-term goals. The Plan has been distributed to the Tribal Council and all tribal Program Directors and Managers and is available for the general public on CD and

through the Tribe's website. The completion and adoption of the Plan indicates that all tribal programs are now working together to meet the community's stated needs and achieve the Tribe's goals. The Project activities led to greater communication and collaboration between tribal departments through a cross-sharing of knowledge and skills. All future projects and grant proposals will orient their goals to abide by the directives provided in the Plan. Indeed, the Strategic Plan Ordinance obligates the Planning Department to continue to convene the Program Directors who form the work groups representing the Plan's seven visionary areas. The work groups will update the Plan's goal matrix to chart progress and accomplishments.

For the Menominee community, participation in the Project's planning initiative fostered an environment of empowerment. Community members, including numerous youth and elders, actively participated in governmental goal setting through participatory planning techniques. The Menominee community provided focus and direction for program goals, which now fully align with their vision.

"This Plan is the combined voice of almost 1,000 members of our community."

Jeremy Weso,
Director, Menominee Tribe's
Planning Department

