

# FY 2015 Outcome Evaluations of Administration for Native Americans Projects Report to Congress



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

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# Executive Summary

## Historical Background

Legislation introduced as part of the War on Poverty, in particular the Economic Opportunity Act, laid the foundation for the Administration for Native Americans (ANA). Formally established in 1974 through the Native American Programs Act (NAPA),<sup>1</sup> ANA promotes self-sufficiency for all Native Americans, including federally and state recognized Indian tribes, Alaskan villages, American Indian and Alaska Native non-profit organizations, Native Hawaiian organizations, and Native populations throughout the Pacific Basin (including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands).

ANA provides discretionary grant funding to eligible tribes and Native American organizations to support Native American communities to be healthy, culturally and linguistically vibrant, as well as economically self-sufficient. Many such grants address the causes and effects of poverty by focusing on individual and community development. Others support Native language preservation, restoration, and maintenance. Still others promote the protection of Native American community's natural environments.

## Grants Portfolio

In 2015, eight ANA Program Specialists were managing a grant portfolio of 165 projects. ANA funded projects in three overarching funding Categories during fiscal year (FY) 2015.

- 1. Social and Economic Development Strategies program (SEDS):** 99 projects (60 percent of ANA's funded projects).
  - a. SEDS is comprised of four subareas:
    - i. Native Asset Building Initiative (NABI),<sup>2</sup>
    - ii. Sustainable Employment and Economic Development Strategies (SEEDS) initiative
    - iii. Social and Economic Development (SEDS) program which funds social, economic, and Tribal governance projects
    - iv. Social and Economic Development – Alaska (SEDS AK) which funds social, economic, and Tribal governance projects in Alaska
- 2. Native Language program:** 57 projects (35 percent of ANA's funded projects).
  - a. The Native Language program is comprised of two subareas:
    - i. Native Languages Preservation and Maintenance (P&M) projects
    - ii. Esther Martinez Native Immersion (EMI) projects
- 3. Environmental Regulatory Enhancement program (ERE):** 9 projects (6 percent of ANA's funded projects).

Additionally, there was one emergency award, a funding category for exceptional circumstances, in FY2015 (the following graphs and tables that breakdown ANA's portfolio will not include this emergency award).

<sup>1</sup> 42 U.S.C. 2991-2992d

<sup>2</sup> The Native Asset Building Initiative (NABI) is a special SEDS joint initiative with the Office of Community Services

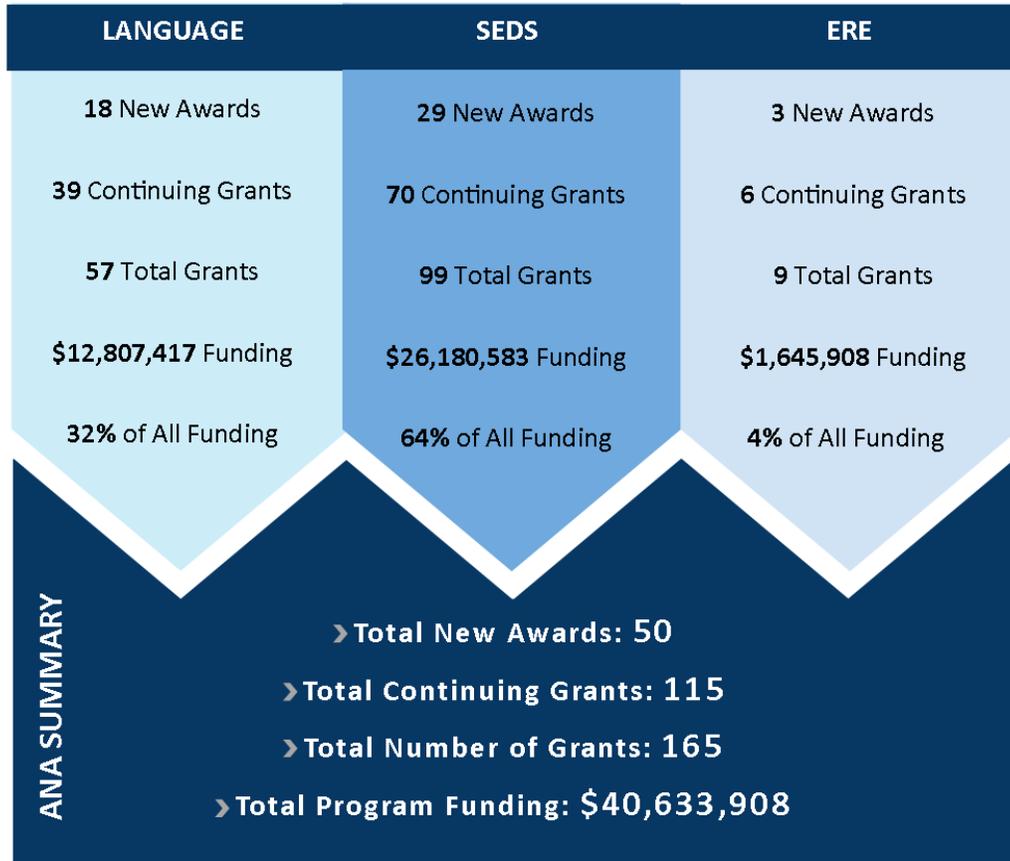
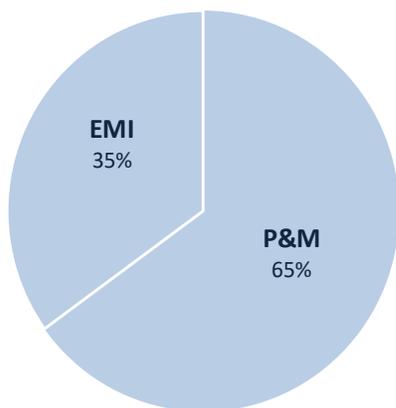
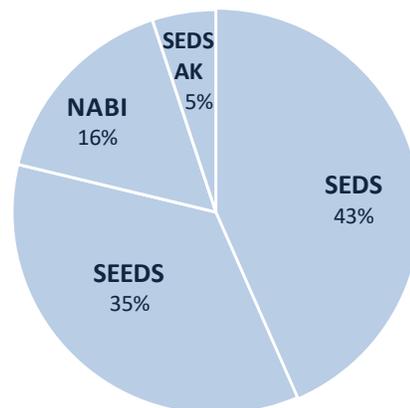


Figure 1: FY 2015 Portfolio by Number of Awards and Funding Amount

**Distribution of Language Grants**



**Number of SEDS Grants by Subarea**



While it is ANA’s goal to fund as many quality projects as possible in order to address the persistent and wide ranging needs in Native American communities, approximately 75 percent of proposed projects in any given year cannot be funded with the amount of funding available to support new and continuing grants. In FY 2015, ANA paneled and scored 304 applications, of which 50 new grants were awarded: a 16 percent acceptance rate. The breakdown of these newly awarded projects is as follows:

- SEDS: 128 applications paneled; 14 funded
- SEEDS: 45 applications paneled; 7 funded
- SEDS AK: 30 applications paneled; 5 funded
- NABI: 7 applications paneled; 3 funded
- P&M: 63 applications paneled; 12 funded
- EMI: 24 applications paneled; 6 funded
- ERE: 7 applications paneled; 3 funded

### ANA Evaluation of Funded Projects

NAPA requires that ANA provide, no less than every three years, “for the evaluation of projects . . . including evaluations that describe and measure the impact of such projects, their effectiveness in achieving stated goals, their impact on related programs, and their structure and mechanisms for delivery of services[.]”<sup>3</sup> The purposes of these evaluations are to:

- Assess the impact of ANA funding on Native communities in accordance with NAPA and the Government Performance and Results Act of 1993;
- Record the successes and challenges of ANA grantees in order to improve the capacity of ANA grantees; and
- Produce relevant data on Native American community-driven projects that is useful to Native American leaders, planners, tribal government agencies, and Native American service providers.

To satisfy such requirements, ANA conducts end-of-project evaluations that address two main questions: (1) to what extent did the project meet its established objectives and (2) how does the grantee describe the impact of its project on those intended to benefit within its community? This report addresses these questions.

### Evaluation Methodology

From FY 2005 through FY 2014, ANA visited a subset of projects ending within the fiscal year, representing approximately one-third of ANA’s entire grant portfolio. ANA identified those grants ending each year and visited those who are located near others in order to maximize the number of visits within fiscal constraints. For those grants ending in FY 2015, ANA sent the data collection survey to those grants who are ending, but not receiving a visit from an evaluator so we can capture a broader data set. Such project-end evaluations were conducted using a data collection instrument (the ‘Impact Tool’) to guide structured interviews of grantee staff and project beneficiaries. These “impact visits” assess the perceived impact of ANA project funding, collect information about grantee successes and challenges, and serve as a mechanism for ANA to increase collaboration with the Native Americans we serve by facilitating the sharing of grantee strategies and effective practices with Native American peers and the general public. Usually lasting one full day, on-site interviews result generate quantitative and qualitative project data that is used in a variety of ways, such as project planning and development training, internal ANA outreach and coordination with other funding agencies, and ANA data analysis to ensure continuous project improvement.

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<sup>3</sup> 42 U.S.C. 2992

# 2015 Key Findings

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## ANA Project Snapshot

This report includes data from 51 projects in 19 states that ended in 2015. Forty-two of these projects received an outcome evaluation visit and nine completed an Impact Tool without a visit from ANA.

ANA's investment into these 51 Native communities resulted in an estimated<sup>4</sup>

- 156 full-time equivalent jobs
- 430 people employed
- 299 Native individuals employed
- 5 businesses created
- \$29,127 in program income generated
- 1,581 individuals trained
- 527 partnerships formed
- 9,946 youth and 2,307 Elders involved in community based projects
- 2,427 youth and 1,487 adults with increased ability to speak Native languages

In addition, a majority of ANA grants visited in 2015 successfully met or exceeded all of their established project objectives. Sixty-seven percent of projects met or exceeded all project objectives, and 79 percent reported that the project had a positive or significantly positive impact in their communities according to the Impact Tool. This is compared to 22 percent of projects that were found to have a moderate or minimal positive impact and only two projects that did not meet their established objectives.

As a whole, the FY 2015 data set demonstrates ANA grant funding continues to be an effective vehicle for addressing poverty and promoting healthy, culturally and linguistically vibrant, and economically self-sufficient American Indian, Alaska Native, Native Hawaiian, and Native Pacific Islander communities.

## Key Characteristics of FY 2015 Data Set

### *Effectiveness and Impact Ratings*

ANA assigns two ratings to all visited projects to assess effectiveness and impact; both are based on a 4-point scale. Effectiveness and Impact Ratings were only given to the 42 projects that received a site visit. The effectiveness rating refers to the extent to which a project's objectives were completed. This scale assigns values as follows:

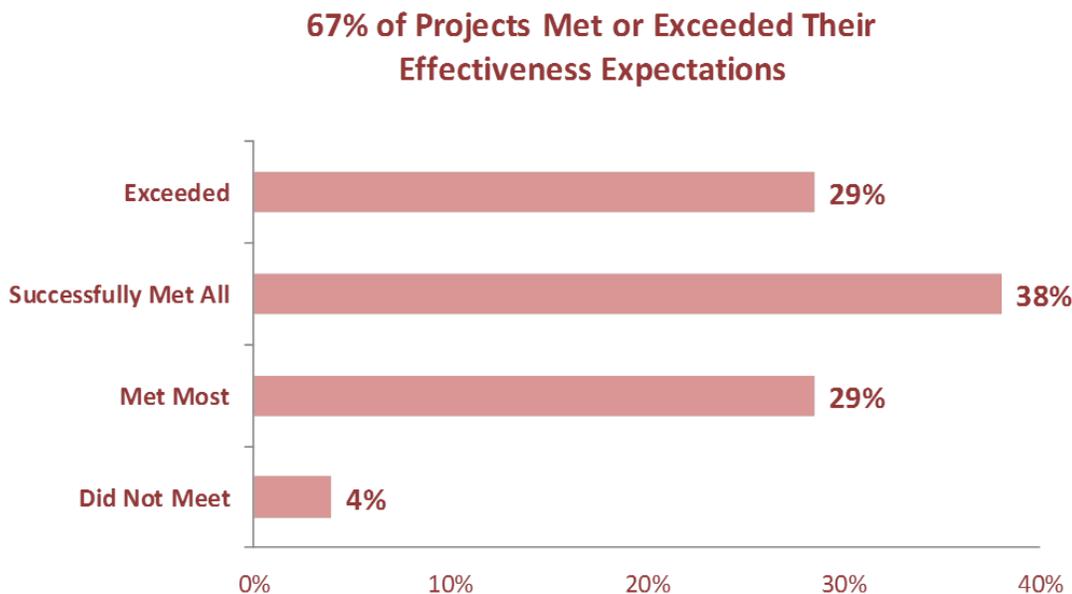
4. Exceeded = greater than 100% completion of objectives
3. Successfully Met All = 90–100% completion of objectives
2. Met Most = 51–89% completion of objectives

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<sup>4</sup> During on-site interviews, ANA reviews documentation in order to verify reported information and to build the FY 2015 data set. However, because such data are self-reported by grantees, the numbers reflected in this Report are necessarily estimated figures due to the variation in the understanding of the meaning of some key terms, e.g., 'full-time' job, partnerships 'formed,' and participants 'involved.' Nonetheless, ANA believes the FY 2015 data set meaningfully contributes to the ANA evidence base.

1. Did Not Meet = 50% or less completion of objectives

The FY 2015 data set reflects a total of 12 projects that received an effectiveness rating of 4; 16 projects that received an effectiveness rating of 3; 12 projects that received an effectiveness rating of 2; and 2 projects that received an effectiveness rating of 1.



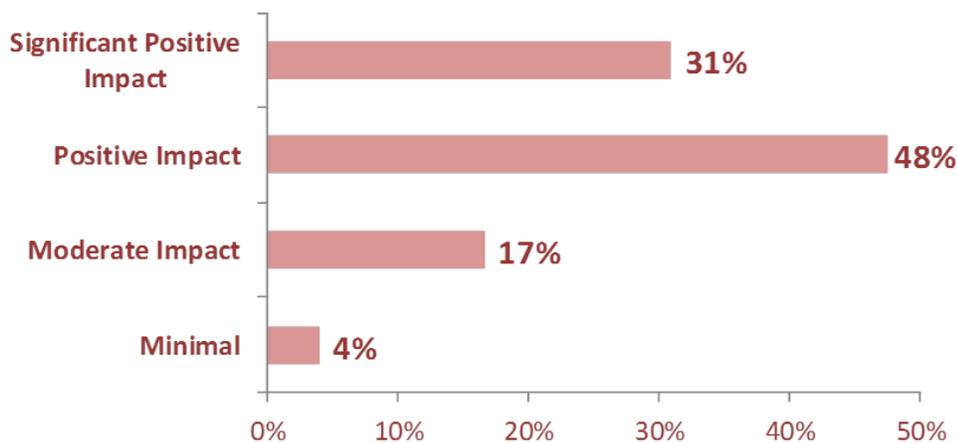
Impact ratings consider many variables to in an attempt to measure the depth of change the project had on the community. Variables that are considered include who were the beneficiaries, the sustainability of the project, the cost effectiveness, and positive externalities, to name a few.

The impact rating scale is as follows:

- 4. Significant positive impact
- 3. Positive impact
- 2. Moderate impact
- 1. Minimal impact.

The FY 2014 data set reflects a total of 13 projects of the total reviewed that received an impact rating of 4; 20 projects of the total reviewed that received an impact rating of 3; seven projects that received an impact rating of 2; and two projects received an impact rating of 1.

**79% of Projects had a Positive or Significant Positive Impact**



Currently, when assigning impact ratings, evaluators consider a number of dimensions including benefits to individuals due to the project, types of changes that occurred in the community due to the project, any perceived negative effects of the project, and positive externalities.

**Organizational Capacity**

Building capacity of Native American tribes and native non-profits is an important goal of ANA. ANA-funded projects address this by promoting strategic communication with community partners, strengthening the role of governance structures in effective program design and management, and assisting Native American communities with developing sustainable sources of financing. Such strategic thinking is not just related to specific programs or initiatives, but to long-term organizational capacity to support the health and well-being of Native American communities. Capacity building is strategic and requires reflection on organizational strengths and weaknesses. Such data is an important part of ANA’s annual data set.

There are, potentially, many indicators of strengthened organizational capacity. ANA has identified the following as particularly relevant: partnerships formed, the number of volunteers recruited, the number of trainings directed at community members, the amount of leveraged resources attracted by the project, and participation rates in ANA’s Post-Award trainings.

**Community Partnerships**

ANA believes that long-term capacity for sustaining project benefits is enhanced when a project has strong community partnerships. There are many ways in which community partnerships can support ANA projects, including helping to increase community awareness about the projects and its benefits, providing monetary and non-monetary support, and helping extend networks that can be useful for securing funding after the end of the ANA grant. Partnerships can also build community capacity through training and professional development. The FY 2015 data set demonstrates that 527 partnerships were formed across the 51 ending projects.

**Volunteers**

The number of volunteers attracted to a project is another indicator of organizational capacity. Seventy-six percent of the projects reviewed as part of the FY 2015 data set reported utilizing

volunteers. A total of 40,761 total volunteer hours were leveraged across these 51 projects. While the contributions made by volunteers to a project vary, ANA believes the time, energy, and resources they bring are critically important to a project's and a grantee's organizational capacity in the short- and long-term, particularly when they can increase the Native American community's stake in sustaining project successes.



### **Training**

One of the key presumptions underlying ANA project grants is they are more likely to be successful if they create opportunities for community members to gain practical skills and knowledge that can be employed when addressing community problems. Seventy-five percent of ANA-funded projects reviewed included a training component. Across these projects, 1,581 individuals completed training provided under the project for a total of 10,850 training hours.

### **Leveraged Resources Attracted by ANA-funded Projects**

The amount of leveraged resources – resources above the required non-federal match – secured by an ANA-funded project is an important indicator of Native American grantees' organizational capacity.<sup>5</sup> The FY 2015 data set reflects a total of approximately \$6.9 million in leveraged resources attracted to ANA-funded projects. ANA grantees are strengthening their internal capacity to leverage ANA grant funds with other resources.

While leveraging funds is a useful tool for financing projects in Native Americans communities, there may be limitations. For example, leveraging may be significantly more difficult in highly distressed rural and urban areas where the risk of investment is often too high to attract investment. Unfortunately, these distressed areas are where many Native Americans reside.

<sup>5</sup> Leveraged resources are any resources not including the Federal share, non-Federal contribution, and program income, expressed as a dollar figure, acquired or utilized during the project period that supports the project. Leveraged resources may include natural, financial, personnel, and physical resources provided to assist in the successful completion of the project.

# ANA SEDS Economic Development

The purpose of the Social and Economic Development Strategies (SEDS) program is to promote economic and social self-sufficiency for American Indians, Alaska Natives, Native Hawaiians, and Native American Pacific Islanders from American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands.

The SEDS program supports the principle that social and economic development are inter-related and essential for the development of thriving Native communities. ANA awards SEDS grants to support community-driven projects designed to grow local economies, increase the capacity of tribal governments, strengthen families, preserve Native cultures, and increase self-sufficiency and community well-being. Funded SEDS projects reflect specific, measurable, achievable, relevant, and time-bound outcomes and include specific strategies for reducing or eliminating community problems and achieving long-range community goals. Within the SEDS program area, ANA funds SEDS – Economic Development projects, SEDS – Social Development projects, and SEDS – Tribal Governance projects.

The 2015 data set includes eight SEDS – Economic Development projects in the States of Alaska, Mississippi, and Oregon. The project period for all of these SEDS- Economic Development projects was three years. These projects addressed:

- Infrastructure
- Job Training
- Natural Resource Management
- Business Training
- Business Development

Combined, the eight SEDS – Economic Development projects produced:

- 58 new or sustained partnerships
- \$816,417 in leveraged resources
- Training for 602 individuals
- 978 volunteer hours attracted to the projects
- Involvement of 369 Native American Elders
- Involvement of 2,038 Native American youth

## ECONOMIC DEVELOPMENT

*Mississippi Band of Choctaw Indians*

From 2012 through 2015, the Mississippi Band of Choctaw Indians (MCBI) had an ANA funded project to develop a fresh produce operation. This project was born out of the fact that there is almost 30 percent unemployment on the reservation. Further, the tribe has 30 restaurants and cafeterias, eight schools, seven early childhood centers a detention center and a nursing home all of which need fresh produce.

The project built high tunnel greenhouses throughout the reservation that grow a variety of fruits and vegetables. The project has grown a wide variety of crops and sold them to the casino and other businesses. They also have a mobile market that travels throughout the reservation selling the fresh produce to local residents.

In addition, the following are some of what SEDS – Economic Development grantees reported in response to questions about what they would have done differently to improve project outcomes. Grantees would have:

- Considered the criteria for measuring ANA’s impact indicator and developed and tested the evaluation mechanism
- Started with more staff
- Set different training goals
- Checked references of contractors more thoroughly
- Done more cross training so that we did not lose so much of a skill set when the project coordinator left

## ANA SEDS Social Development

SEDS – Social Development projects develop and implement culturally appropriate strategies to meet the social service needs of Native Americans. Examples include projects that focus on early childhood development, community health, arts and culture, strengthening families, youth development, cultural preservation, and nutrition.

The 2014 data set includes 16 SEDS – Social Development projects in the States of Alaska, California, Colorado, Hawaii, Minnesota, New Mexico, North Carolina, South Dakota, and Wisconsin. The project period durations of these SEDS – Social Development projects were three years (14 projects) and 2 years (2 projects). These SEDS – Social Development projects addressed:

- Health promotion
- Educational development
- Youth Development
- Cultural preservation activities
- Family Wellness
- Community based regulatory codes

Combined, the SEDS-Social Development projects produced:

- \$2,693,100 in leveraged resources
- Training for 73 individuals
- 12,507 volunteer hours attracted to the projects
- Involvement of 1,109 Native American Elders
- Involvement of 5,763 Native American youth
- 369 new or sustained partnerships

### SOCIAL DEVELOPMENT

*The Chickasaw Nation*

The Chickasaw Nation identified a lack of capacity to engage at-risk youth and their families. Issues of drugs, alcohol, health, gambling and unemployment were going untreated in Native families.

The Chikashshaat ilokchina' project facilitated access to existing family services and treatment for American Indian youth suffering from mental health and/or substance abuse issues. The project had two objectives: Promote holistic wellness for youth aged 14 to 20 and their families and provide individualized, strength-based engagements with Indian youth and their families through in-home or in-office visits.

A total of 85 Native American youth participated in the project. Combined, they received 892 therapy sessions and 675 cultural encounters. Through the project, the Tribe established formal partnerships, practices, and resources to adequately promote Chickasaw wellness throughout the entire Chickasaw Nation.

In addition, the following are some of what SEDS – Social Development grantees reported in response to questions about what they would have done differently to improve project outcomes. Grantees would have:

- Planned for a two-year project instead of a one-year project
- Set more reasonable targets and been more clear and deliberate with our objectives
- Would have obtained more input from the children and better defined the role of the tribal youth plan (a partner)

## ANA Environmental Regulatory Enhancement

The purpose of the Environmental Regulatory Enhancement (ERE) program is to provide funding for the costs of planning, developing, and implementing programs designed to improve the capability of tribal governing bodies to regulate environmental quality pursuant to federal and tribal environmental laws. ERE grants support tribal cultural preservation and natural resource management priorities in order to achieve environmentally healthy, sustainable Native American and Alaska Native communities.

ANA’s ERE grants provide tribes with resources to develop legal, technical, and organizational capacities for protecting their natural environments. Applicants are required to describe a land base or other resources (a river or body of water, for example) over which they exercise jurisdiction as part of their funding application. ERE grantees face a range of challenges, including “checker-boarded” reservations, obtaining data from partnering agencies, and working with other tribes and local organizations on resource management.

The 2015 data set includes eight ERE projects in the States of Alaska, Michigan, Oklahoma, Oregon, and Wisconsin. The project period durations of these ERE projects were three years (two projects), two years (two projects), and one year (one project). These ERE projects addressed:

- Environmental assessment
- Development of regulations, ordinances, and laws.
- Enforcement
- Infrastructure Improvement

### ERE SPOTLIGHT

#### *Pokagon Band of Potawatomi Indians*

The Pokagon Band of Potawatomi Indians’ Department of Natural Resources (DNR) used ERE funds to improve their capacity to manage their land through regulatory development, GPS mapping, and staff expansion. Prior to the project, the Tribe did not have dedicated personnel to oversee hunting and fishing, culturally specific natural resources codes, nor easily accessible information about reservation lands.

Through the grant, the project focused on four interrelated activities to internally enhance the capacity of the DNR to manage tribal land and natural resources.

Due to the new laws and staffing enforcement, the DNR logged more than 550 incidents or infractions of trespassing, property inspections, hunting license verification, and conservation and hunting violations. Moreover, illegal logging on tribal land ceased.

Combined, the ERE projects produced:

- 32 new or sustained partnerships
- \$1,080,112 in leveraged resources
- Training for 93 individuals
- 573 volunteer hours attracted to the projects
- Involvement of 145 Native American Elders
- Involvement of 257 Native American youth

In addition, the following are some of what ERE grantees reported in response to questions about what they would have done differently to improve project outcomes. They would have:

- They would have taken more time to identify follow-up projects and allocated resources.
- Done better outreach on project goals - like Earth Day and annual meeting.
- Put more effort into including the tribal council. Started having meetings every month, rather than every two months.

## ANA Native Languages

ANA provides funding to assess, plan, develop and implement projects to ensure the survival and continuing vitality of Native languages. Preserving and revitalizing indigenous languages is vital to the sovereignty, strength, and identity of Native American Tribes and Villages.

ANA funds two distinct types of Native Language grants: Native American Language Preservation and Maintenance and Esther Martinez Immersion.

### Native American Language Preservation and Maintenance

Language Preservation and Maintenance funding provides opportunities to assess, plan, develop, and implement projects to ensure the survival and continuing vitality of Native languages.

The 2015 data set includes 14 Preservation and Maintenance projects in the states of Alaska, California, Hawaii, Idaho, Indiana, Maine, Massachusetts, Mississippi, Montana, Nebraska, Oklahoma, and Oregon. These projects addressed:

- Teacher training
- Curriculum development
- Early childhood language instruction

### PRESERVATION AND MAINTENANCE

#### INPEACE

The Institute for Native Pacific Education and Culture (INPEACE) developed an online, interactive means by which people can learn Hawaiian at their own convenience, both individually and in groups. The project team developed an instructional web site and accompanying app which offers four units of interactive language learning. Each unit is roughly equivalent to a semester's worth of content. The content of each module is interactive, with a focus on building conversational skills, and the subject matter includes cultural elements like love of the land, food, songs, proverbs, and more.

The site and accompanying app mark a paradigm shift in terms of how Hawaiian language proficiency can be developed because it is the first large-scale effort to provide distance learning that is interactive and which can be completed at the learner's own pace.

## Esther Martinez Immersion (EMI)

Congress passed the Esther Martinez Native American Languages Preservation Act in 2006, which amended NAPA to provide for the revitalization of Native American languages through language immersion and restoration programs that include a language instruction component.

The 2015 data set includes four EMI projects in the States of California, Montana, Nevada, and Washington. All EMI projects had project durations of three years. EMI projects addressed:

- Increasing the capacity of Native American Language Nests<sup>6</sup>
- Expansion of Native American Language Survival Schools<sup>7</sup>
- Creation of culturally appropriate Native Language curriculum for infants and toddlers

Combined, Native Language Preservation and Maintenance and EMI projects resulted in:

- 224 new or sustained partnerships
- \$2,317,039 in leveraged resources
- 229 Native language instructors received training
- Development of 89 Native language surveys
- Return of 1,680 language surveys
- Increased ability to speak a native language<sup>8</sup> in 2,148 youth and 1,596 adults
- 544 Native language immersion students
- 467 Non-immersion Native language classes
- 1,293 Non-immersion Native language learners
- \$2,317,039 in leveraged resources
- 229 Native language instructors received training
- Development of 89 Native language surveys

### LANGUAGE EMI

*Washoe Tribe of Nevada and California*

spoke the Washoe language fluently, and the majority of these speakers are over 60 years old. The purpose of the project was to revitalize the Washoe language by developing proficiency in children through the implementation of a Native Language Nest at one of their five existing Head Start sites.

Classes were four hours per day, four days per week for 32 weeks out of each year for 18 children each year. After students graduated from the nest at age five they would transition to public school, so the project team implemented an after-school language program that nest students could attend after graduation in order to maintain the proficiency that they had developed. Each student achieved the original goal of 'Beginner Speaker, Skill Level 1 by the end of their first year and a total of 94 people developed proficiency in Washoe as a result of this project.

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<sup>6</sup> Site-based language instruction programs for at least 10 children under the age of 7 for an average of at least 500 hours per year per child.

<sup>7</sup> School-based language instruction programs for school age children providing at least 500 hours of Native American language instruction to at least 15 students

<sup>8</sup> The increased ability of an individual to speak an acquired language is described here as Native language proficiency.

- Return of 1,680 language surveys

In addition, the following are some of what Native Language grantees reported in response to questions about what they would have done differently to improve project outcomes. They would have:

- Contributed more time and resources to training their teachers in language as the teachers had a hard time staying ahead of the students.
- Left out the project components that developed materials like books and posters as these were a diversion of time and resources from the real work of teaching the language.
- Completed more community outreach and visited other ANA language projects to see problems and successes.

## Conclusion

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ANA's financial assistance to Native American communities continues to be effective in addressing the effects of persistent poverty; in preserving, revitalizing, and maintaining Native American languages; and in protecting and sustaining the natural environments in Native American communities through the provision of short-term, time-limited project funding. The primary outcome of such funding has been the strengthened organizational capacity of Native American tribes and organizations as demonstrated by new partnerships formed and sustained, the numbers of community stakeholders contributing to project successes, and the amount of leveraged resources attracted to ANA-funded projects. While ANA's support to Native American communities has been instrumental in providing needed support for community driven projects for nearly four decades and there is clear evidence that some Native American communities are thriving, such communities continue to face significant pressures related to funding in order to sustain project successes.

Among the purposes of ANA outcome evaluations are to record the successes and challenges of ANA grantees in order to improve their capacity and to produce relevant data on Native American community-driven projects that is useful to Native American communities. The following pages provide brief summary reports for each of the 42 projects evaluated and included in the 2015 data set, arranged by state. These summaries include a snapshot of data for each project, including full-time equivalent jobs created, Elders and youth involved, partnerships formed, and resources leveraged, among other figures. Each summary provides background and an overview of the project goals and objectives, and describes the accomplishments and perceived impact the grantee had in their communities.

# Aleut Community of St. Paul Island

## Ludy's Qalgadam Tagadaa (Fresh Foods) Greenhouse

### Project Overview

Between 2012 and 2015, the Aleut Community of St. Paul Island Tribal Government established a hydroponic greenhouse to grow fresh foods. Prior to the project, produce was more than ten days old and near expiration when it arrived at the only island grocery store. Moreover, the produce amount and selection was severely limited and expensive.

During the grant, the project retrofitted 1100 square feet of space for the greenhouse, located below the grocery store. They knocked down walls, painted floors, removed carpet, installed windows, and rewired the electronic operations. Then staff installed a Dutch-bucket system for deep rooted plants and a nutrient film technique system for shallow rooted plants. The project also installed a water pump system and new LED lighting. Next, the project began planting the first test crop of peppers, lettuce, and basil. The project trained a small core group of volunteers to maintain the greenhouse, and held quarterly meetings with an advisory committee for advice on what to grow, marketing strategies, and community updates. Additionally, the staff visited Head Start classes once a week to provide agricultural and nutritional education. The staff also worked with local elementary classes to tour the greenhouse, start a school garden, and provide nutritional education. The project also started an outdoor community garden in the summer and a 4-H program for youth to learn about gardening, composting, health, and wellness. Moreover, the project held nearly 50 community events including visiting head start classes, hosting 4-H meetings, attending community health fairs, and hosting cooking demos and taste-testing of greenhouse produce.

In the last year, the project opened the vegetable booth and began selling produce three times a week, with on call service delivery when the booth was closed. Through the experimental crop stage, the project improved the planting schedule to ensure vegetables were available throughout the year.

### Project Outcomes and Impact

With the help of ANA, the Tribe developed an extensive hydroponic greenhouse capable of growing considerable amounts of fresh, affordable produce throughout the year.



*Plants Grown at the St. Paul Greenhouse*

### Key Results

- ✓ 1100 Square Foot Greenhouse Created
- ✓ 1 4-H Program for Youth Created
- ✓ 1 Community Garden and 1 School Garden Created

The project created one large greenhouse with more than 20 trays for growing shallow root vegetables, a community garden, and a school garden. The greenhouse reduced the transit time for produce from 10 days to just 30 minutes after harvesting. Moreover, the project increased the amount of fresh and nutritious produce in the community and reduced the amount of rotten produce that is thrown away after more than 10 days of transit. The greenhouse project increased the food sovereignty of the community and allowed community members to have more input and localized control in what produce is available. Staff report that Elders are very happy with the opportunity to purchase preferred food products. For example, rutabaga is used in a traditional stew, but the grocery store rarely offered it. Elders are very excited it is available at the greenhouse for



cultural reasons. Overall, the project increased community members' interests and knowledge about healthy, nutritious foods. Children and students have become very invested in the crops and are proud to grow them in their community. Moreover, some parents remarked that prior to the greenhouse their children would not eat vegetables, and now they will only eat vegetables if they come from Ludy's Greenhouse.

Looking forward, the project will continue as a greenhouse under the Tribe's enterprise industry and plans to expand the amount of vegetables produced by extending the season of growing crops outside in cold frame gardens.



Alaska

3 YEARS • \$798,028

# Chugachmiut

## Sugt'sturllinaq Nupuglluta: We Only Speak Sugt'stun

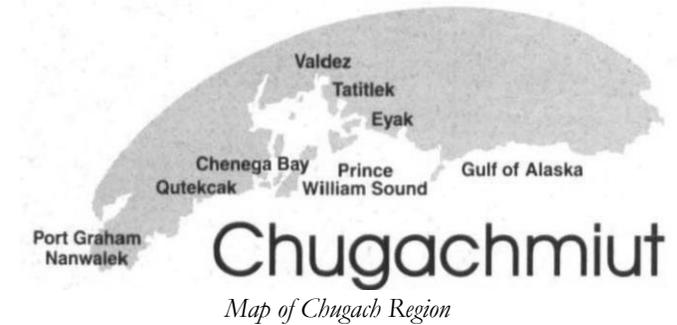
### Project Overview

Between 2012 and 2015, Chugachmiut developed and implemented a language camp for youth age 10-17. At the time of application, the four communities in the region only had school based language programs and none had produced fluent speakers.

Through ANA funding, the Chugachmiut, in addition to developing curriculum spent the year training four Master Language teachers and four Apprentices in Total Physical Response (TPR) language acquisition, a kinesthetic language method utilizing hand gestures and body movement. Prior to the camp, the year was spent training staff, developing curriculum, encouraging people to sign up, and planning travel amongst the four remote communities. Once the new themed curriculums were created, the youth would travel to the community camp. The two week camps incorporated two hours of language vocabulary, two hours of language games that formed simple sentences, and numerous cultural and subsistence activities such as picking berries, drying fish, and putting up food for winter. Each camp ended with sharing the Elder box care packages created from the subsistence activities, along with a community potluck celebration with children dancing and singing Native language songs to their families and the community. Additionally, the project adapted two language assessment tools to gauge fluency, including a conversational assessment and a more objective TPR tool.

### Project Outcomes and Impact

With the support of ANA funds, the project provided three, two-week long language camps to more than 73 students. In total, 65 youth completed the language camps. Moreover, 85 percent of these youth advanced one sub level in Sugt'stun.



### Key Results

- ✓ 3 Language Camps Implemented, and 73 youth participated
- ✓ 85% of Students Increased One Language Sub Level
- ✓ 22 Language Teachers and Staff Trained in Total Physical Response Language Teaching Method

By the end of the project, more than 22 Masters, Apprentices, Camp Directors, and program staff received 280 hours of training focused on TPR, language assessments, and alternative language teaching methods.

Moreover, the camp significantly affected the community and Elders. According to project staff, one Elder said the language camp has provided healing from trauma and given Elders more of a purpose, while another Elder began crying at hearing young children speak the language again like a game. Moreover, the Elder Boxes made the Elders feel special and affirmed the communities' value of respecting and treating Elders well. Additionally, the project instilled cultural pride for the youth. While the kids increased fluency, they also learned traditional cultural subsistence practices and increased engagement with youth from neighboring communities.



ALASKA

3 YEARS • \$1,156,458

# Cook Inlet Tribal Council, Inc.

## Schoolyard Project

### Project Overview

Between 2012 and 2015, the Cook Inlet Tribal Council (CITC) developed and implemented a science and math based afterschool program for middle school and high school students. At the time of the grant, Alaska Native students in Anchorage were failing to complete high school at disproportionate rates.

During the grant, CITC developed an after school program for middle school and high school students (ages 12-19) aimed at electronic game development, technology skill building, and science, technology, engineering, and math (STEM) focused areas to increase educational success and help with homework. The schoolyard opened five days a week for a minimum of two hours. Each day included "power hour homework help" and an hour of creative fun time, ranging from a fabrication lab of technology, 3D printers, laser cutters, and electronic wood routers to computer reassembly, and troubleshooting, sewing kuspuks, and traditional vests. Additionally, the staff monitored participants' grade through an online portal once a week, and provided additional support and academic coaching to improve grades. The project held bimonthly tech camps, SAT prep workshops, community dinners with families, and provided job training, resume writing, and internship placement support for students. The project also provided supplementary educational support, case management screening for needed supportive services, and other wrap around services.



*Items fabricated by students, including a solar powered car and sculptures made from a 3D printer.*

### Key Results

- ✓ 250 Youth Attended Afterschool Program
- ✓ 18 Students Earned Online Credits at the Schoolyard
- ✓ 13 Students Received Internships and Job Training

### Project Outcomes and Impact

Over the three years, CITC provided intensive academic guidance, tutoring, and social service support to more than 250 American Indian and Alaska Native students. More than 34 students received 32 high school elective credits for attending more than 120 hours of the program, each worth 0.5 credit hours. Moreover, the project provided encouragement, support, and enrollment help for struggling students to achieve academic success through alternative educational pathways. These pathways included four students attending a military youth academy for structured education in accelerated formats, 18 students attending "Project P" online courses to earn academic credits, one student attending alternative education, and one student attending a GED program. Furthermore, 13 students received job placement training for the summer, ranging from three weeks to three months.

The project provided students the opportunity to envision their lives. According to one mother, her son was lost and lacked social skills and engagement. The project helped him engage socially, set goals and the project staff helped him see his own potential. According to another high school student, the project made him more responsible. He now attends school more and is considering college and a degree in accounting.

Looking forward, the project plans to continue to provide academic and social service supports to improve the educational outcomes of American Indian and Alaska Native students in Anchorage.

**"The program has encouraged me to be successful. I've got better grades because of the project. I'm now considering college. They have encouraged me to join more after school projects. They are like a family."**

**— 9<sup>th</sup> Grade Student at the Schoolyard**

# Sealaska Heritage Institute

## New Young Leaders Rural/ Urban Partnership Project

### Project Overview

Between 2012 and 2015, Sealaska Heritage Institute (SHI) developed a leadership academy for rural and urban Native youth. Before the funding, Elders, parents, educators, and youth often said a lack of cultural content in the schools and a lack of connection to communities are major factors in low high school graduation rates for Native Americans.

During the project period, SHI developed four, two-week long academies focused on blending cultural and academic leadership. Each academy included leadership, life skills, language, and art classes. The academies also focused on building connections and networks between rural and urban students, and community leaders and members by reinforcing the integral cultural conception of relationships. The academies were held in rural communities and urban areas, and incorporated community services and volunteering. Additionally, the project partnered with the University of Alaska Southeast and integrated college readiness into the academies. The students met with admissions, learned about scholarship and funding applications, visited clubs, and general exposure to urban and university life.

Additionally, the project developed a regional Leadership Youth Council for the students to remain connected and engaged after the leadership academies. As part of the Council, the youth conceived, designed and implemented the community service projects during the academies. The Council also participated in the generation indigenous (Gen-I) challenge and created two youth action plans around issues that affect their communities. The plans included a mission, goals, plan to achieve it, community asset mapping, funding needs, and a logic model. Once the Youth Council developed the plan, six youth presented the proposals to state legislators.

### Project Outcomes and Impact

With the help of ANA, more than 98 students participated in the academies and 32 students participated in the Youth Council. By the end of the project, 13 participants graduated high school and 12 are now attending university. Additionally, two youth driven plans were developed and proposed for sustaining Native languages and the importance of afterschool activities.

Through the project, the youth gained a sense of the social networks that encompass the Southeast region and the



*Form Line Design Panel at entrance of the Sealaska Heritage Institute*

### Key Results

- ✓ 1 Mural and 1 Community Garden Created
- ✓ 98 Native Youth Participated
- ✓ 2 Youth Driven Community Action Plans Proposed

whole connected clan system. Moreover, the exchange gave the rural youth the opportunity to lead and teach the urban youth the value of traditional ways of knowing. In addition, youth gained leadership skills and were empowered to create a “form line design” mural for a rural playground, and build a community garden. According to one mother of a participant, “[The academy] was one of the best things I have ever sent my son to. Before Latseen, he was a very quiet reserved kid and now, I see him participating in things and taking on some leadership roles.” Looking forward, SHI will continue to support the development of youth leadership and education through various programs and scholarships.



CALIFORNIA

3 YEARS • \$597,201

# Karuk Tribe

## Protecting our Communities: Developing Karuk Tribal Capacity in Emergency Preparedness and Response

### Project Overview

The Karuk Tribe is nestled in the Klamath Mountains on a stretch of 150 miles of road between Orleans and Happy Camp. With 5,000 Tribal Members it is the second largest tribe in California. Due to its location, the community is very susceptible to natural disasters. In addition to the dangers of wildfires sweeping through the vast acreage of surrounding National Forest lands there are also dangerous levels of CO<sup>2</sup> where evacuation is often times considered. Drought and floods historically are very common of the Klamath, Salmon/Scott, and Shasta Rivers. Heavy snow events are common in the winter as well as landslides, rockslides and extended power outages. Adding to the challenges of natural hazards, the winding tow-lane highway that connects these riverine communities is subject to winter closure due to mudslides, rockslides, ice, snow and flooding as well as summer closures due to forest fires and smoke.

There are imminent threats to the Karuk Tribal infrastructure, housing and poverty as well as to the health and safety of Tribal members residing in the remote mid-Klamath region. In order to better respond to the heightened need for emergency preparedness and self-determination for the Karuk Tribe, which is the primary localized source of initial response for these communities, a social and economic development strategies grant was implemented from 2012 to 2015 to increase Karuk Tribal capacity and functionality in emergency preparedness and response.

In order to develop the staff and professional development capacity for effective emergency preparedness and response the tribe created and staffed an Emergency Services Department. Tribal and council staff completed training in The National Incident Management System (NIMS), Geographic Information System (GIS), HAZUS-MH, CPR, and First AID Trainings.

The creation of the Emergency Preparedness Department improved the critical infrastructure of the tribe and connected many important services that were lacking before. They also advise the tribal council on potential emergencies and help coordinate response efforts with the state.

To ensure emergency preparedness was integrated to Tribal operations, the Karuk Employees for Emergency Preparedness and Response (KEEPER) team was established. The team holds tri-monthly meetings, adopts policies and agreements, a fully revised Emergency Operations Plan, and conducts Tabletop and Functional exercises.



*Contents of an emergency preparedness kit at the Karuk Tribe Department of Natural Resources in the event of a natural disaster.*

### Key Results

- ✓ \$418,952 in leveraged resources
- ✓ 48 volunteers
- ✓ 100 elders involved
- ✓ 70 youth involved
- ✓ 15 partnerships formed

A geospatial database and maps of key infrastructure and data-layers were created to develop the infrastructure for effective information management. A Footprint layer was created of where residents live on a map. The map layer created by the tribe was supplied to the county fire department and it provided them with more accurate information to respond to emergencies compared with the outdated maps they were previously using.



**CALIFORNIA**  
**3 YEARS • \$597,201**

Community outreach for emergency preparedness and response were improved by equipping three Emergency Operations Centers, and establishing mechanisms to make emergency preparedness information accessible to the community.

## Project Outcomes and Impact

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The Tribe successfully responded to one major disaster and two health emergencies since the creation of the Emergency Preparedness Department. The Karuk Tribe is sitting on two drought task forces committees, one Tribal and one County Government. They have opened evacuation centers two times and a clean air respite center while hazardous level of smoke and particulate matter affected the surrounding communities.

In 2013 there was a very disastrous wildfire in Orleans and evacuations took place. The Emergency Preparedness Department reached out to the County and State for assistance but was denied as their threshold for assistance is over \$7 million. FEMA however had a threshold of \$1 million the Emergency Preparedness Department received a Presidential Award for Disaster Deceleration providing 70% reimbursement rate.

As a result of the grant the Karuk Tribe have achieved more specific mapping to respond to disaster events; identified places they could use in emergency events with generators and internet; Funded three mobile operation centers with satellite phones solar generated power phones, radios, medical kits, cots, and blankets.

Ultimately the projects efforts have increased the Tribe's capacity to properly prepare for, prevent, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to protect the health and safety and welfare of the Karuk Tribe.



# Quartz Valley Indian Reservation

## QVIR Fire Management Project

### Project Overview

The Quartz Valley Indian Reservation (QVIR), located in rural Siskiyou County, Northern California is a federally recognized Indian tribe comprised of Karuk, Klamath, and Shasta culture groups inhabiting the heavily forested mountainous region. The county has dealt with 28 federally declared disasters in the last 50 years, most of which occurred in the last 20 years.

QVIR was very concerned about the capacity of the Forest Service to protect fire-threatened cultural and natural resources, as well as the health and safety of residents and wildlife. Prior to the project, the Tribe had a very limited capacity to manage large-scale fires, and the response from neighboring communities—which takes at least 40 minutes to an hour—is very slow. As a result, two reservation homes were destroyed in recent years.

In an effort to combat the effects of a record number of large scale wildfires in the region, the QVIR secured funding from the Department of Housing and Urban Development (HUD) and The Bureau of Indian Affairs (BIA) for a QVIR fire station that was completed in 2012. Despite having a newly constructed fire station, QVIR did not have the resources or trained firefighters. To fix this issue and build on existing progress towards autonomy in responding to emergency threats QVIR implemented a one-year Social and Economic Strategies grant in 2014.

The project's purpose was to organize, train, and certify Tribal firefighter personnel to operate the QVIR Fire Station as well as complete a QVIR Fire Management Plan that provides policies, procedures, fire preparedness, and prevention consistent with local, county, state, and federal jurisdictions.

More than 20 people attended Firefighter I Training through a partnership—formed through this project—with the College of Siskiyou. Twelve people completed training to be eligible for employment off the reservation for jobs such as controlled burns carried out by the county. First Aid and CPR training were added to the training courses as 80 percent of calls for the fire department are for medical reasons. Additional tribal members on the reservation other than firefighters are now equipped with the skills and training to respond to emergencies if necessary.

Over the course of the grant, QVIR formed three partnerships providing technical training and completing a reservation risk assessment the collaborative partnership



*A tanker truck donated to QVIR Fire Department by the Scott Valley Fire District through their partnership. Tankers capable of holding 2,000 gallons of water are especially useful in rural areas where fire hydrants are not readily available and natural water resources are hard to exploit.*

### Key Results

- ✓ \$2,000 in leveraged resources
- ✓ 7 certified level 1 firefighters employed or volunteer status
- ✓ Over 20 individuals trained on the reservation in fire fighter training, CPR and First Aid
- ✓ 3 partnerships formed
- ✓ 12 individuals trained for employment

strategies strengthened the QVIR emergency communications capacity and capabilities during an emergency or in the event of a major disaster.

As a result of the completion of the QVIR Community Fire Management Plan, in coordination with other agencies efforts and plans, QVIR can now provide basic



CALIFORNIA

1 YEAR • \$125,000

comprehensive community fire safe practices such as fire prevention, traditional fire management practices, employment economic development opportunities.

## Project Outcomes and Impact

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At the completion of the grant, 4 of the trainees were able to secure gainful employment with firefighter jobs off the reservation. The training produced as a result of the fire management project provides a source of potential income when it is not fire season. The California Department of Forestry and Fire Protection carries out controlled burns and trainees from the grant are now qualified to assist in those efforts. In addition to the qualifications necessary to be employed by the state government there is also opportunity in the form of Firestorm, an independently owned contractor employed by the federal government to assist in controlled burns and emergency response.

Prior to the grant, the opportunity for supplementing income came at a cost if there were no qualified firefighters on the reservation. However as a result of the grant QVIR now has the security of volunteer fire fighters on the reservation. As a testament to this there was in fact a small scale fire on the reservation that was responded to successfully during the time of the grant.

The QVIR Fire Management Project has increased the tribe's capacity to prevent the devastating aftermath of wildfires like soil erosion, stream sedimentation, and the loss of salmon fisheries habitat to which Northern California Tribes heavily rely on. Through this project, the Tribe is now better able to protect the lives of its citizens, and the vitality of their culture, and to maintain relationships with federal bureaucracies and institutions whose cooperation and collaboration are essential to the Tribe's continuing participation in forest-based stewardship activities that promote sustainable community and economic development.



# Shingle Springs Band of Miwok Indians

## Gatherers of the Language Project

### Project Overview

The Shingle Springs Band of Miwok Indians is a federally recognized tribe consisting of Miwok, Maidu, and Nisenan people in El Dorado County, California. Prior to this project, the tribe did not have a Miwok language program in place or any fluent speakers on the Shingle Springs Rancheria. The purpose of this project was to establish a Miwok language program on the Rancheria. One component of this included the project team recruiting a fluent speaker from the neighboring Tuolumne Band of Me-wuk Indians to provide language classes on a weekly basis for approximately two years. There were 88 total classes, which were typically four hours each. Content included phrases, numbers, colors, games, songs, prayers, and basic grammar skills. Another aspect of establishing the language program consisted of having members of the Tribe's Cultural Resources Department go through 16 workshops of Communication Based Instruction (CBI), which is a 'train the trainer' series of workshops that is used to develop language teachers. Approximately 15 employees/tribal members participated in some of the CBI sessions, with two people eventually completing the full series of 16 workshops. Each session was four hours in length. Through these workshops, the trainees developed 52 different lesson plans, each with their own audio recording for vocabulary practice as well as accompanying games, songs, and books. Participants also attended workshops in Santa Rosa, New Mexico, Tuolumne, and Washington, DC in order to learn how to use immersion practices for community-based language revitalization.

### Project Outcomes and Impact

By the end of the project, all of the participants of the language classes developed an introductory level of Miwok proficiency, including 15 children/youth and eight adults. Additionally, the two Cultural Resources Department employees that completed the full series of CBI workshops are now trained to be Miwok teachers themselves. They have already developed an immersion-style Miwok language unit plan comprised of four consecutive lesson plans, with each lesson plan including vocabulary of a basic theme such as introductions, numbers, colors, animals, and more. These lesson plans are currently being used to provide immersion lessons for tribal youth ages 3-11. Classes occur once every two weeks and there are plans in place to increase this to once weekly. Lessons range from 45 to 90 minutes and utilize age appropriate methods such as games,



*Project Director at CBI workshop learning to become a language teacher*

### Key Results

- ✓ 2 language teachers trained
- ✓ 88 language classes provided
- ✓ 23 tribal members developed introductory level Miwok proficiency

songs, flash cards, and use of illustrated books. In short, the tribe now has the beginnings of a language program in place, whereas they did not prior to this project. According to project staff, "This project really brought the community together. It gave our Elders an opportunity to connect more with youth that they wouldn't have otherwise. So this bridged that gap between generations, which will promote cultural continuity. The language is beginning to be revitalized, which is giving us an opportunity to recapture what was lost. So in this way the problem has been addressed to a significant extent."



# Susanville Indian Rancheria

## SIR Weye-ebis Project

### Project Overview

Located in Susanville, California, the Susanville Indian Rancheria (SIR) is a federally-recognized tribe that is comprised of four distinct anthropological tribes: Mountain Maidu, Northern Paiute, Pit River, and Washoe. Prior to this project, the SIR's Tribal Business Council decided to focus first on the revitalization of the Mt. Maidu language because it was the most endangered of the four, with just six fluent speakers remaining.

The purpose of this project was to revitalize the Maidu speech community by gathering language resources, creating and testing curriculum materials, and engaging the community to use them. To begin with, the project team gathered a collection of Maidu linguistic and ethnographic resources, including audio/video recordings of fluent speakers. This included compiling, transcribing, and digitizing linguistic material and recordings from five linguistic and ethnographic collections and two fluent Maidu speakers. Unfortunately one of the two fluent speakers passed away early in the project period, which was tragic for the community and presented a significant challenge for the project team, who had just one remaining fluent speaker who was willing to participate.

The project team nonetheless persevered, and were successful in developing a language repository in SIR's library to be used for the development of language acquisition tools. Examples of items in the library include a Maidu dictionary and a Maidu grammar book (which describes the syntax, language structure, and mechanics of speech), both of which had been developed by the late linguist William Shipley, as well as audio transcriptions from the late anthropologist Roland Dixon and traditional Maidu stories and other materials acquired from U.C. Berkeley and Chico State University.

By the end of the project period, staff were still in the process of organizing and disseminating the materials, but all of the resources had been collected. The project team also built a web site to house the language materials which will be made available for viewing, listening, and download. Staff were also able to develop a language curriculum consisting of 40 units of instruction. Subject matter included culturally relevant topics such as colors, kinship terms, geography, tribal groups, plants, harvesting, hunting, fishing, and more. In addition to the curriculum, staff hired a linguist to develop a self-assessment tool that classifies learners into three main proficiency levels in ascending order: Core Fluency, Working Fluency, and Full Fluency. Beginning in the third year, staff began using the curriculum to provide classroom instruction at the SIR's Cultural Resource Center. Using the 'Where Are Your Keys'



*Project participants at one of the language classes*

### Key Results

- ✓ Curriculum and language assessment tool developed
- ✓ Language materials collected and archived for repository
- ✓ 18 Tribal members increased Maidu language proficiency

method of instruction, classes were offered twice weekly for 2-2.5 hours at a time, and were typically attended by six adults per class. Staff also organized a three-day immersion camp that was attended by 25 tribal members that ranged in age from children to elders. The camp included language instruction as well as games and a scavenger hunt that were all carried out in Maidu.

## Project Outcomes and Impact

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Project staff state that 18 people increased their language proficiency by at least one level through regular participation in the language classes as well as the immersion camp. Additionally, because of this project the tribe now has a curriculum, a dictionary, a grammar book, and a collection of other language resources that can be used to revitalize the endangered Maidu language. And although there are still very few fluent speakers, the outlook for the survival of the Maidu language has improved. According to the Project Director, "One of our language consultants can converse with our fluent speaker fairly well, and he is well on his way to becoming fluent and this project has helped make that happen. We have students who can put sentences together and read the language, which was not possible even a year ago. I feel like it's helped with cultural identity with individuals because the people in the classes didn't have a high hope for the Maidu language to be revitalized, but now they see a way forward. And now there are five infants and toddlers that are learning along with us, so the language will be passed on to the next generation."



# Yurok Tribe

## Yurok Language Survival School and Restoration Project

### Project Overview

Yurok is the largest Native American Tribe in the state of California, with approximately 5,620 members. Located in the far northwest corner of California, 300 miles north of San Francisco and stretching from the Pacific Ocean inland along the Klamath River. For thousands of years before Western settlers arrived, the Yurok thrived in dozens of villages along the Klamath River. By the 1990s, however, academics predicted their language would soon be extinct. As elders passed away, the number of native speakers dropped to six.

In 2000, motivated by a linguistic study that indicated the Yurok language would be extinct in 2010, the Tribe launched efforts to pursue the tribal community's goal of restoring the Yurok language to the status of a living, flourishing language and restore the language as a means of daily communication.

As part of the Tribe's long range language restoration plan to develop the teachers and curriculum necessary to implement core subject immersion programs at the elementary schools that serve the Yurok Reservation the Yurok Language Survival School and Restoration Project was implemented from 2012-2015. Building on earlier efforts from a previous ANA grant the Yurok Language Survival School developed and implemented a 1/2 day cross-curricular Yurok immersion pilot program at the Weitchpec Elementary School-Yurok Magnate Program on the Yurok Reservation.

Yurok Language teachers and interns participated in a total of 210 hours of professional development activities in order to develop the language competency necessary to pass the Level II Yurok Teacher Credential Assessment. Over the course of the grant 6 Yurok language teachers participated in a total of 288 hours of professional development activities and developed the language competency necessary to pass the Level II Yurok Teacher Credential Assessment. Not only were the target number of training hours exceeded, two more teachers passed the Level I Yurok Teacher Credential in effect increasing the overall pool of available teachers.

Twelve cross-curriculum units were developed by the immersion teachers along with significant input and assistance from the immersion support team and curriculum advisory committee. The twelve cross-curriculum units were implemented in the afternoon course content areas of Physical Education, Art and Science with full Yurok language immersion. Each year 4 curriculum units were developed and as a result an array of age-



*Teachers, students and parents at the Yurok Language Immersion Summer Camp.*

### Key Results

- ✓ 9 full time equivalent jobs created
- ✓ 7 partnerships formed
- ✓ \$273,689 in leveraged resources
- ✓ 16 elders involved
- ✓ 13 youth involved
- ✓ 8 teachers certified

appropriate curriculum lessons and materials were produced by experienced teachers that studied the language from their elders. These units will provide the school with the capacity to teach the language and expand the number of Yurok speakers.

By the end of the grant the 1/2 day Yurok Language Immersion Pilot Program was in full operation at the Weitchpec Elementary School-Yurok Magnate Program.



Specifically lunch period, Art, Science and Physical education were conducted in Yurok Language. Each year the immersion teachers documented well over 300 hours of Yurok language interaction. Teachers were able to stay immersed throughout 90 percent of the physical education classes. During community celebrations and meetings known as Pel'Son students were able to give presentations, plays, and songs that were 100 percent Yurok Immersion.

## Project Outcomes and Impact

The students that were interviewed expressed a great deal of passion and enjoyed learning Yurok. It gave them a great sense of pride and helped ground their culture and identity. Parents of the students also expressed how learning Yurok facilitated more educational interactions and as a result encouraged parents to learn through conversations and playing games in Yurok. By cultivating the fluency and teaching methods of Yurok language teachers and interns, the Tribe broadened its resources to implement future language instruction, infusion, and immersion programs. Because of the high level of community engagement, rigorous training, and successful partnership development, the Yurok language program will continue to live through the Tribe, schools, summer camps, and local community activities.

Institutionalizing the Yurok language in daily educational instruction provides a conduit for youth to actively engage with, learn, and speak their indigenous language. By developing the immersion school the community now has the opportunity to engage one another in Yurok, develop their fluency, and encourage, support, and teach one another. The Tribal efforts through this project have provided the foundation to achieve the goal of implementing an intergenerational, community-based language project designed to increase the number and fluency of Yurok speakers, and sustain the speaking of Yurok in Tribal communities.

A recent analysis of the Yurok Language showed that it has moved out of the “Obsolescent” classification, is moving through the “Declining” classification and is starting to show signs of gaining “Enduring” status. The impressive, successful results represent the beginning of a new dawn for the Yurok language.

**“We need to move from teaching the Yurok language as an isolated subject and foster its use as a means of daily communication.”**

**“Our language was stolen through the schools. Now we’re bringing it back through the schools.”**  
- Program Director



CONNECTICUT

3 YEARS • \$451,607

# Mohegan Tribe of Indians of Connecticut

## Tribal Information Management Systems Project

### Project Overview

The Mohegan Tribe of Indians designed and implemented an ANA Social and Economic Development Strategies Tribal Governance project to organize and streamline the Tribe's enrollment data. The Mohegan Tribal government has eight departments, each maintained its own database of tribal enrollment, often with different software like Lotus notes, MS Access, Excel, etc. These separate databases had little connectivity between each other which led to inconsistent communication with Tribal members as well as limiting the Tribe's ability to track its programs usage and effectiveness.

The solution was to centralize the Tribe's enrollment data and contact information by developing the Tribal Information Management System (TIMS), an IT system specifically designed and developed for the Mohegan Tribal government. TIMS not only ensures accurate and accessible enrollment data, but allows the government to run real-time reporting for analysis, trending, and forecasting future needs for the membership. For example, they can now track birthrates to anticipate the health care and education needs of the future.

### Project Outcomes and Impact

The Mohegan Tribe contracted with a software consultant to develop a centralized, secure system to manage the Tribe's enrollment data. The software development cycle took the full three years of the project which included meeting with each Tribal department to understand how they used the data, develop a module with mock interface for user feedback, beta testing, and roll out. Older database systems that were used had to be phased out over time while staff was trained in the use of TIMS. By the completion of the project eight Tribal departments were transition to the TIMS network, surpassing the Tribes expectations of only developing modules for six departments.

Of primary concern, the TIMS database secures tribal membership's personal identifiable information and



*The seal of the Mohegan Tribe of Indians.*

### Key Results

- ✓ 8 Tribal departments integrated into the TIMS
- ✓ Increased efficiency, utilization, and allocation of Tribal programmatic funds
- ✓ 30 people trained

minimizes the risk of data corruption. Core access to the enrollment data is controlled by the Elder Council with individual departments submitting user requests to the IT department. TIMS also allows the Tribe to share information amongst its departments, provide comprehensive reporting, and allow the Tribe to track tribal participation in programs and services. It also allows the Tribe to evaluate and analyze data to forecast future needs of its membership. For instance, the Tribe can look at current birthrates to anticipate health care and education needs in the future. Library Services uses TIMS to query demographics of children to buy age-appropriate books and plan outreach events such as book readings.

**“Now we have a centralized database of enrolled tribal members contact information and the ability to share this information across departments.” — Tribal Government Employee**

# Institute for Native Pacific Education & Culture (INPEACE)

## Basic Hawaiian

### Project Overview

The Institute for Native Pacific Education and Culture (INPEACE) is a Native Hawaiian-serving nonprofit organization located in Kapolei, Hawaii. Prior to this project, research showed that over 90% of Native Hawaiians were unable to hold a simple conversation in Hawaiian, while at the same time surveys showed that the vast majority were interested in developing their Hawaiian language proficiency. The purpose of this project was to address this problem by developing an online, interactive means by which people can learn Hawaiian at their own convenience, both individually and in groups. To do so, the project team developed an instructional web site and accompanying app which offers four units of interactive language learning. Each unit is roughly equivalent to a semester's worth of content and consists of nine modules, eight of which are instructional, with the ninth serving as an assessment module for learners to test what they have learned.

The content of each module is interactive, with a focus on building conversational skills, and the subject matter includes cultural elements like love of the land, food, songs, proverbs, and more. Learners are encouraged to work in small groups so that they can participate in an interactive activity at the end of each module that will allow them to converse about the subject matter they just learned, for example if a module is about fruit, the learners can make a fruit salad together. The site also utilizes multimedia components such as short videos to help learners with pronunciation. Development of the site and accompanying app was a rigorous process that included input from linguists, cultural experts, web developers, and hundreds of beta-testers that provided critical feedback on an ongoing basis for more than two years.

### Project Outcomes and Impact

A soft launch of the site – [www.basichawaiian.com](http://www.basichawaiian.com) – took place on August 5<sup>th</sup>, 2015. The launch was well attended by numerous stakeholders including the project team, community members, and local media outlets. The site is visually engaging, with a design aesthetic that staff state is consistent with Native Hawaiian culture. The site and accompanying app mark a paradigm shift in terms of how Hawaiian language proficiency can be developed because it is the first large-scale effort to provide distance learning that is interactive and which can be completed at the learner's own pace. Additionally, many people have already



*'Basic Hawaiian' Language Specialists*

### Key Results

- ✓ 'Basic Hawaiian' web site and app developed and launched
- ✓ 36 Partnerships
- ✓ 155 Hawaiian language instructional videos created

developed language skills simply from the development process, as staff state that hundreds of beta-testers developed a notable increase in their proficiency over the years of testing. Now that it has launched, staff are confident that the site will be economically self-sustaining; access to the site has an introductory cost of \$35 per unit, or \$125 for all four units per user – expenses that are a small fraction of what it would cost a learner to enroll in language classes that are similar in scope. This revenue will be used to provide technical support and maintain

and continuously improve the site itself. With its online interface and low cost for learners, Basic Hawaiian is providing unprecedented access for people to learn the Hawaiian language and provides enormous potential for language revitalization both now and going forward. The Project Director summed it up as follows: “We feel very strongly that Basic Hawaiian's culturally driven, family-oriented and strengths-based approach has advanced Hawaiian language education into the Internet Age, by aligning with the changing habits of an increasingly online Hawaiian population. In fact, we believe that Basic Hawaiian not only adjusts to the needs and realities of modern Native Hawaiians, but sets the bar at a new level of engagement and relevance for all seeking to improve their Hawaiian language competencies and proficiencies.”

**HAWAII****3 YEARS • \$772,661**



# Ka Meheu 'Ohu Ka Honu

## Kali'i Project

### Project Overview

Ka Meheu 'Ohu Ka Honu is a Native Hawaiian-serving nonprofit organization located in Maui, Hawaii. Due to historical events that have degraded Native Hawaiian culture over the years, many of the traditions that served to prepare boys to become responsible young men have been lost. The purpose of the Kali'i project was to restore those traditions and cultural practices in order to create a group of young leaders trained in the traditions and skills of their Hawaiian ancestors that will prepare them for a life of service to their families and community. In year one, project staff publicized the project and recruited youth based on several criteria; some who had demonstrated leadership potential, some who were self-selected, and some who had behavioral problems and were deemed to be at-risk in the absence of the type of structure and positive reinforcement that a program like Kali'i could provide. Participants were all Native Hawaiian, ranging in age from 8-21. In the beginning of the project period staff developed a curriculum for the program, which included elements of physical fitness, academic instruction, and spiritual participation through sacred rituals. Although youth could begin participating in the project at any point in time, staff developed the curriculum with a scaffolded approach so that the content of each year built upon the skills and activities from the year before it. The first year focused on teaching the youth basic protocols, prayers, chants, and fundamentals of Lua (an ancient form of Hawaiian martial arts) training exercises, all of which culminated in a traditional rite of passage ritual and an authentic Aha Awa ceremony, which is a traditional gathering in which participants make declarations of what they will do, and are honor-bound to follow through. In year two, staff focused on training participants in the Aha Haka Moa, which is another ancient martial arts training technique which loosely translates as 'the gathering of fighting roosters'. Staff also taught participants how to make the weaponry used in Aha Haka Moa, and instructed them in the prayers and chants associated with this activity. In year three, participants completed their martial arts training and also performed a genealogy study of their family lineage in order to get a deeper understanding of who they are and where they come from.

### Project Outcomes and Impact

By the end of the project, a total of 79 youth had participated in the project on an ongoing basis, 17 of whom were involved from beginning to end. These youth benefitted in a variety of ways, including significant



*Youth participants learning how to make tools used in Aha Haka Moa*

### Key Results

- ✓ 79 youth participants
- ✓ 17 youth graduated high school with career plans that included acceptance into college, vocational schools, or the military
- ✓ 10 partnerships

physical, mental, spiritual, and cultural development. Project staff stated that in many cases the structure, discipline, and positivity of the project kept a lot of the participants out of trouble. This assertion is supported by the fact that a Youth Behavior Risk Assessment Survey was conducted at the beginning and end of each year, and for the majority of participants the survey indicated an increase in school attendance and physical exercise, and decreases in: drug use, involvement in the juvenile court system, frequency of physical altercations, and incidents of running away from home. Additionally, a local circuit court judge and deputy chief of police are on Ka Meheu's board of directors, and the local court system was referring at-risk youth to the Kali'i project on an ongoing basis in order for them to have a positive outlet and role models who they could look up to and that cared for them. According to a project volunteer whose four grandsons (ages 8-18) participated in the project, "As a result of this program they are more aware of their responsibilities as young men. The experience has enhanced their awareness of how important it is to improve themselves, stay in line, and take care of their families."



# PA'I Foundation

## 'Au'a 'Ia: Hold Fast to Your Culture

### Project Overview

The PA'I Foundation is a Native Hawaiian-serving nonprofit organization located in O'ahu, Hawaii. Prior to this project, staff recognized that the Native Hawaiian artists and cultural practitioners that PA'I serves lack the professional tools and expertise to sustain themselves and their families through the practice of their art and cultural practices. The purpose of this project was to provide the means for Native Hawaiian artists and cultural practitioners to preserve and perpetuate Native Hawaiian art and cultural practices for future generations through the development of tools which advance the economic sustainability of their practices. To do this, PA'I developed and provided a business training program for 20 local artists.

The business training consisted of five components: artist professional business development, financial literacy, business marketing tools, website development, and marketplace application. For each component, PA'I partnered with local organizations that were experts in the required subject matter in order to provide a series of workshops on each topic. A cohort of 20 local artists attended the workshops, acquiring skills that are critical to monetize their artwork, including pricing strategies, business planning, networking, and branding. Other skills included learning how to apply for loans and manage taxes, whether to be an LLC or sole proprietor, and how to use social media for marketing and promotion. Artists were also individually paired with graphic designers to create logos, letterhead, brochures, business cards, and design and manage web sites through which to sell their art. Additionally, the workshops included a 'train the trainer' component in which six artists (three of whom work at PA'I Foundation) were certified as trainers of the business curriculum, hence increasing the likelihood that this important knowledge will continue to be proliferated through future workshops. Lastly, the marketplace application component included giving the artists an opportunity to have a booth to sell their artwork at open air markets. In addition to the business training, PA'I staff also conducted a master artist workshop series, which consisted of 34 master artist workshops and 8 guest residencies. In each workshop, PA'I brought in a local artist to teach their craft and expose community members to the culture. Examples included song composition, hula dancing, feather work, and more.

### Project Outcomes and Impact

In just one year, PA'I created a professional development program for Native artists in O'ahu. Community members



*Native Artist Professional Development Cohort One*

### Key Results

- ✓ 20 Native Hawaiian artists received business training
- ✓ 376 people attended workshops in arts and professional development
- ✓ 6 artists certified as business curriculum trainers

gained exposure to traditional Hawaiian arts and culture through the master artist workshop series, and 20 Hawaiian artists learned critical skills from the business training program. By gaining new business skills, marketing tools, and market opportunities, many of the artists have already been successful in selling their work. For example, one artist was able to generate \$4,500 in gross sales from one of the open air markets alone. According to PA'I's Executive Director "Some of the artists had never been exhibited in a gallery before, and now they have. Being accepted into shows, exhibits, and making sales are all things that are new for these artists." An important aspect of this project was that it helped the artists build skills that have lasting value, for example when the artists were taught how to design their own web sites, they were also taught how to manage their sites as well so that they can update the content themselves and will not need to pay a web design company each time changes need to be made. These skills provide autonomy that will benefit the cohort of artists that participated in this project both now and in the future. Lastly, project staff are optimistic that a new cohort of Hawaiian artists will benefit from what was developed through this project, as PA'I was recently awarded another grant from First Peoples Fund (one of this project's partners) to continue and expand the program.



HAWAII

1 YEAR • \$99,857

# Waipa Foundation

## Kaipuholo, A Community Assessment & Plan for Halele'a, Kaua'i

### Project Overview

The Waipa Foundation is a Native Hawaiian-serving nonprofit organization located on the north shore of Kauai, Hawaii. Prior to this project, Waipa worked with a variety of community stakeholders in identifying that over the past few decades, the region's "resortification" caused Native Hawaiians in Halele'a to lose cultural knowledge, skills, and opportunities for cultural practice due to an overlay of Western culture and economy that have eroded community resources, produced jobs that lack cultural relevance, and forced Native Hawaiians to make difficult economic and lifestyle choices. Consequently, the goal of this one-year project was to create a community plan that identifies needs and develops opportunities for authentic cultural practice that are also economically valuable for local residents, with a longer term goal of restoring a vibrant Native Hawaiian culture and economy in the communities of Halele'a along Kauai's north shore.

Community engagement was a critical component of the project, and Waipa was successful in soliciting input from a variety of community stakeholders including Native Hawaiian Elders and families, small business owners, cultural practitioners, tourism industry professionals, food entrepreneurs, and community leaders. Feedback was provided from these groups through surveys, interviews, public meetings, and focus groups. A number of key takeaways emerged, including a better understanding of what kinds of work will have cultural relevance for local community members; what skill sets are most in demand; the potential market demand from tourists for more authentic cultural experiences; and what types of partnerships will be necessary to make these kinds of offerings possible. During the second half of the year, the project team utilized what was learned to develop a community plan which identifies several ways in which local community members will be able to teach, learn, and practice their culture in an authentic way that also provides income. Staff reached out to a number of tourism industry professionals to establish a network of strategic partnerships that will be instrumental in building opportunities for visitors to have authentic experiences.



*Community meeting for local stakeholders to provide input*

### Key Results

- ✓ Comprehensive community plan developed and supported by community members
- ✓ 5 strategic partnerships formed
- ✓ Over 150 stakeholders participated through surveys, interviews, focus groups & meetings

### Project Outcomes and Impact

This was a planning project and, as such, most of its impact will be evidence in the years to follow, as the community plan that was developed through this project is implemented. However, just during the one-year project period Waipa was successful in creating a multi-faceted community development plan. Furthermore merely having a concrete plan in place with buy-in from a wide range of community stakeholders is a critical step in the longer term process of revitalizing authentic native culture in a way that will be lucrative for community members. In the words of the Project Director: "The plan maps a way to develop an economic engine to fund cultural training and skills building, but the next step is implementation. It's like the value in getting a diagnosis – it's not a cure, but it's a necessary step to go forward."



# Nez Perce Tribe

## We Are Taking Back Our Peoples Way of Speaking

### Project Overview

The Nez Perce completed an ANA funded language assessment in 2009 which determined that the Nez Perce language was in a state of emergency. At that time there were only 27 fluent speakers left in the community, most of them were elderly and in poor health. In addition, intergenerational transmission of language was being lost due to the breakdown of extended family households. In the absence of a traditional and organized approach to teaching, language students in the community were limited to self-learning.

From 2011-2014 the Nez Perce Tribe implemented an ANA Preservation and Maintenance Project with objectives to design and implement a beginner level curriculum, improve the speaking level of children in grades K-5, and establishing “language circles” where adult learners could gather to speak the language in a community atmosphere.

### Project Outcomes and Impact

The Nez Perce language program designed three units of beginner language curriculums (one unit requires one year of instruction) for the Lapwai Developmental Pre-School (LDPS), located in the town of Lapwai, and the Early Childhood Development Program (ECDP), for children ages five and younger in Lapwai and Kamiah. Over the course of three years 190 LDPS and ECDP students completed three language units. In conjunction with classroom teaching, 35 teachers received language instruction to develop Nez Perce conversation skills, and the curriculum was made available digitally and in print form for students and community members to study independently.

By offering the curriculum to the LDPS, 100 percent of the youth in Lapwai are learning the language in school and in after school programs. The school is now incorporating the language from this program into their correspondence with parents and the community and they have changed their motto into Nez Perce.

The Nez Perce language department held bi-weekly language learning circles for the communities of Lapwai and Kamiah. Due to demand, in the third year of the project they increased these events to three times per week in Lapwai and would teleconference in participants in



*Students in an after school Nez Perce language program.*

### Key Results

- ✓ 280 students enrolled in Nez Perce language classes
- ✓ Eleven partnerships formed and \$189,000 in leveraged resources secured.
- ✓ Thirteen teachers trained and three certified.

Kamiah. There is also an extra-curricular language club operating through the Boys and Girls Club. At these events elders tell traditional stories in the language, discuss family histories, explain traditional ceremonies, and teach arts and crafts.

There is an urgency to preserve the language as there are few elders remaining in the community. The Nez Perce language department has successfully established both formal and informal learning programs across two communities on the reservation. The partnerships established with the school district, early childhood development programs such as Head Start, and community colleges has gone a long way to ensure the language will be taught and passed on to new generations.

***“My daughter is an infant and my two older children and my wife are speaking Nez Perce to my baby. She is now using native words like “dad” and “sister” in Nez Perce.”***

***— Thomas Gregory, Project Coordinator***



# Penobscot Indian Nation

## Recovering Our Voices Language Project

### Project Overview

The Penobscot Indian Nation, located in central Maine, implemented a three year Preservation and Maintenance project with the goal to stabilize, enhance, and protect Penobscot as a spoken language. Prior to this project the Tribe had limited opportunities to teach its citizens and expose them to the language. Over the course of the three years they used two master speakers to digitally record the Penobscot dictionary and made it available online. This has allowed students to hear the pronunciation of words and phrases as well as core grammatical structures. There was also an immersion component of the project that provided instruction to dozens of students from pre-school through high school. Finally, to protect the language the tribe applied for intellectual property rights over their language.



*Two Language apprentices speaking Penobscot with a language master (right) at an immersion camp*

### Project Outcomes and Impact

The Penobscot language had a dictionary prior to this project; however it was not accessible because it did not allow its reader to look up Penobscot words by their English translation. In addition to a newly organized print dictionary, this project recorded over 30,000 words that were spoken by fluent speakers and digitized to allow learners to look up a word online to hear its correct pronunciation. In conjunction with this effort the Tribe developed a language immersion program based on a culturally inspired “river system” which envisioned lesson plans as tributaries of a river. Through these courses 191 third through eighth grade students increased their language proficiency by at least three levels.

The Tribe also developed electronic immersion lessons that were uploaded onto YouTube and broadcast over televisions in public places such as the Tribe’s senior center, health clinic, and day care. This was in support of the Tribe’s effort to “bring the language to the ear” which exposed the sounds and meanings to Tribal members.

The project also hosted two annual language retreats per year for 73 learners of all ages. These retreats were held off of the reservation and allowed the language to be taught within a cultural setting where participants engaged in traditional activities such as sweet grass picking and clan circles.

### Key Results

- ✓ 140 youth and adult students increased their fluency level
- ✓ Approximately 30,000 Penobscot words recorded and made available online
- ✓ Four language trachers trained.

The final component of this project was to establish intellectual property rights of their language. The staff at the Cultural and Historic Preservation Department in conjunction with legal advisors drafted a memorandum of agreement between the Penobscot nation and the University of Maine which clarified ownership of and access to the Penobscot Language dictionary and all pedagogical materials related to the Language’s instruction

**“Recording the [Penobscot] words – capturing the language in perpetuity gives me the ability to sleep at night knowing that I have helped ensure that the language will last into the future.”**  
 – Carol – Language Staff



Michigan

2 YEARS • \$260,428

# Gun Lake Tribe

## Protecting Grandmother Earth Through Natural Resource Protection Capacity Building

### Project Overview

Between 2013 and 2015, the Match-E-Be-Nash-She-Wish Band of Pottawatomi Indians, or Gun Lake Tribe, improved their capacity to enforce environmental laws and manage natural resources. At the time of application, the Tribe did not have trained officers to enforce tribal environmental laws, nor equipment to carry out such enforcement.

With ANA funding, the tribe formed a partnership and joint committee of tribal Public Safety and Environmental Department staff to develop processes for the creation of tribal environmental codes, education, training, and conservation. The joint committee identified model regulations, gathered input from conservation officers, compiled regulations and background, and presented recommendations to the tribal council. Additionally, the project developed and implemented extensive environmental training for public safety officers and environmental staff.

Through ANA funding, the project purchased supplies and equipment to effectively monitor and enforce current and future environmental codes. For example, the project purchased an all-terrain vehicle and Ford Raptor to patrol previously inaccessible lands, special equipment to non-lethally remove animals, and waterproof boots and measuring equipment to enforce sturgeon regulations and prevent poaching. Finally, the project held numerous conservation education sessions for the public, including: hunter safety enhancement courses, youth camps with wild life lessons and pond studies, community Earth Day Celebrations, and a summer environmental internship program.

### Project Outcomes and Impact

By the end of the project, the GLT developed substantial conservation enforcement to protect natural resources. Through the grant, the environmental department and public safety staff attended extensive environmental protection and enforcement training amounting to more than 1,149 hours of training. With this training, public safety officers now know what signs indicate violations of hunting and environmental codes. For example, now



*Conservation Officer with new environmentally equipped police vehicle*

### Key Results

- ✓ 1,149 Hours of Training for Environmental and Public Safety Staff
- ✓ 1 Public Safety Director and 5 Officers trained in conservation enforcement
- ✓ 78 Youth Attended Jijak Youth Camp

officers routinely monitor for the movement of firewood that spreads invasive species and sturgeon poaching. Two interns were also trained during the project, and one remarked that the project increased his interest in higher education and environmental careers. Additionally, the public safety department has increased its capacity for record keeping and efficiency through the new equipment. Previously, all records were recorded by hand, but now the public safety officers capture the information electronically in the field, including photographs and GPS mapping of violations. This has yielded better results for monitoring and enforcing environmental regulations.

Moreover, the grant has strengthened the relationships and resource sharing between the tribal public safety



Michigan

2 YEARS • \$260,428

department and local and state law enforcement. Now, the local police departments routinely work in coordination with the conservation officers. Through these new relationships and equipment, the tribal public safety department has located meth labs and prevented a suicide in heavily wooded areas that were previously inaccessible. Finally, the community and tribal members are more aware of conservation and hunting issues. Community members are more comfortable calling tribal public safety and reporting issues. According to tribal public safety, there have been less hunting issues since the project began. Looking forward, the Tribe will continue to patrol tribal lands to safeguard their natural resources, aided by the equipment, supplies, and training provided through funding by ANA.



# Pokagon Band of Potawatomi Indians

## Department of Natural Resources' Regulatory Project

### Project Overview

Between 2012 and 2015, the Pokagon Band of Potawatomi Indians' Department of Natural Resources (DNR) improved their capacity to manage their own land through regulatory development, GPS mapping, and staff expansion. Prior to the project, the tribe did not have dedicated personnel to oversee hunting and fishing, culturally specific natural resources codes, nor easily accessible information about reservation lands.

Through the grant, the project focused on four interrelated activities to internally enhance the capacity of the DNR to manage tribal land and natural resources. First, the DNR hired contractors to identify, survey, and demark all tribal lands in Michigan and Indiana. Through this process, the Tribe developed an electronic mapping database for geographic boundaries. Secondly, the DNR established a new field office in Indiana. The grant funding allowed the tribe to update the existing house with improved roofing, windows, and decking to create an outpost for teaching children, host hunter safety courses, and manage resources in Indiana.

Additionally, the DNR hired and trained their first conservation officer to help develop, monitor, and enforce new environmental laws and regulations. Finally, the project worked extensively with the DNR, legal department, police lieutenant, and conservation officer to develop a code to govern hunting, fishing, and gathering. The project surveyed citizens, tabulated results, and incorporated the comments into a draft code for the Tribal Council. Throughout the grant, the conservation officer and DNR provided public education to tribal members and non-members about the new codes, new tribal hunting and fishing licenses, new enforcement and penalty rules, and new maps of the tribal lands.

### Project Outcomes and Impact

By the end of the project, the DNR had greatly increased their capacity to enforce the new hunting, fishing, and gathering laws. Due to the new laws and staffing enforcement, the DNR logged more than 550 incidents or infractions of trespassing, property inspections, hunting license verification, and conservation and hunting violations. Moreover, illegal logging on tribal land ceased since a conservation officer was hired and project staff reported a decline in trespassing on tribal land.



Color Coded Map of Pokagon Band of Potawatomi Reservation

### Key Results

- ✓ 1 Environmental Code Developed
- ✓ 1 Conservation Officer Hired to Enforce Codes
- ✓ 1 Environmental Outpost Established

Overall, the project increased the understanding of illegal activities among community members, increased accountability for safety, and created an avenue of communication between the tribe and the people. Additionally, this project has increased environmental protection of culturally important species such as the black ash, cedar boughs, and turtle trapping through sharing data across tribal departments and clarifying responsibility. Finally, the establishment of the codes and conservation officer coupled with the maps of exact tribal lands provided clarity for the tribe and members, and allowed the tribe to exert their sovereignty of land and resource management. Looking forward, the Tribe plans on hiring a second conservation officer to strengthen and continue the environmental protection and enforcement efforts.



# Sault Ste. Marie Tribe of Chippewa Indians

## Wequayoc Cemetery Planning Project

### Project Overview

Between 2013 and 2015, the Sault Ste. Marie Tribe of Chippewa Indians planned, developed, and enacted codes and policies to govern the Wequayoc Cemetery. Prior to the project, the tribe did not have a governance structure for the tribal cemetery or a plan to operate the cemetery and policies in place to ensure community values were incorporated into the tribal cemetery.

The tribe began the process of developing community based regulatory codes for the cemetery with the creation of a community plan. The project hired a consultant from the community to gather community input from the nine regional Elder Subcommittees. These visits consisted of meeting face-to-face, explaining their role in the community, and collecting information through surveys and stories. In total, the project met with more than 250 Elders during this multi-phase approach. Then, the project developed a community plan to guide the development of the tribal codes and policies.

Additionally, the project formed a Cemetery Work Group comprised of 12 to 20 community members connected to the Wequayoc Cemetery. The Cemetery Work Group was the core driver of the development of the draft policies and bylaws to govern the cemetery. The Cemetery Work Group met weekly for five months to draft committee bylaws, Wequayoc specific policies, and tribal ordinances. Concurrently, the project appointed a temporary sexton to care for the cemetery and provide administrative support for the burials. The Cemetery Work Group met with the Board of Directors (Tribal Council) numerous times in the process to draft and create the policies and bylaws. Eventually, the Board of Directors approved the policies, bylaws, and tribal ordinances.

### Project Outcomes and Impact

Through their ANA funding, the project developed the community institution, governance structure, and legal framework to sustainably oversee the tribal cemetery. Specially, the Tribe created a cemetery committee and developed and implemented an eight-article Wequayoc Cemetery Committee Bylaws to sustainably direct the work after the completion of the project. Additionally, the



*The Wequayoc Tribal Cemetery*

### Key Results

- ✓ 3 tribal codes and policies developed
- ✓ 1 community plan developed
- ✓ 250 Elders involved

project created and implemented a set of 24 Wequayoc Cemetery Policies to administratively govern the cemetery. Finally, the project developed and implemented a Tribal Cemetery Ordinance to regulate all cemeteries within the reservation.

The creation of the community plan made the Elders feel more included. According to committee members, the project also gave the Elders piece of mind from both being involved and helping them think about the next life journey and how it will begin. Furthermore, the project provided piece of mind for the families with loved ones already buried in the cemetery. Moving forward, the project put mechanisms in place to successfully continue the current work of the tribal cemetery.



MINNESOTA

3 YEARS • \$786,655

# Center School, Inc.

## Nawayee Center School Experiential Learning Program

### Project Overview

The Center School is an alternative educational facility in the Minneapolis Public Schools system serving Native youth grades 7-12. The school receives per pupil funding from the local school district for core operations. Many of the children who attend the Center School are at-risk and have not been successful in mainstream schools. As part of the 2011 Strategic Plan, the Center School pursued two goals, engage partners who can further the goals and mission of the school and develop the school into an experiential learning center.

The Center School implemented experiential learning courses/trips. Students at the Center School are mainly from either Sioux or Ojibwe tribes. Many of the experiential learning activities are based in either of those cultures. Students engaged in activities varying from planting and tending to a healing garden, to building a canoe to a trip to the Bad Lands in South Dakota.

### Project Outcomes and Impact

As part of the project, the Center School partnered with the local Outward Bound to train staff to be more culturally agile when teaching native children. Of the many trips, students travelled to the St. Croix Chippewa Indians of Wisconsin to participate in traditional ricing activities. They worked alongside Ricing Chiefs which fostered a stronger connection to the tradition and culture of the Ojibwe. The learning experience that students reported they enjoyed the most was a two day expedition to Hawk Ridge Rescue Center in Northern Minnesota for a rescued hawk release.

The project also partnered with Outward Bound who had not worked in a traditional manner with Native children. The Center School was able to improve communication with partners which resulted in a greater understanding of traditional practices such as smudging and increased student involvement.



*Student from center school adjusting the harness of a dog*

### Key Results

- ✓ 56 Children enrolled
- ✓ 162 Experiential learning activities
- ✓ 40 partnerships formed



MINNESOTA  
3 YEARS • \$903,891

# Indigenous Peoples Task Force

## Return to First Medicines Project

### Project Overview

Between 2012 and 2013 the Indigenous People's Task Force developed a traditional medicines curriculum and trained trainers to work with youth to increase their knowledge of traditional and cultural uses of the land and plants and reduce their misuse of medicinal plants such as tobacco. Indigenous People's Task Force has been in operation since 1986 as a response to the AIDS crisis in Native American communities in the twin-cities area. The task force serves tribal individuals in Minnesota and Wisconsin. They also serve as a residential facility for lower income individuals.

The Elders Council and the First Medicines Sharing Network provided consultation and contributed to the Giikinoo-amaage-gidiwin Gitigaan Program Curriculum used to teach seasonal subsistence and cultural practices.

The task force partnered with Dream of Wild Health to bring the inner city children, some from Little Earth, a local lower-income Native American housing project, to their farm to learn about and connect with the traditional plants. The project also participated with local tribes such as Leech Lake Band of Ojibwe, Lac Courte Oreilles Band of Ojibwe, Fond du Lac, and Red Lake Band of Lake Superior Chippewa to participate in ricing, medicinal gardening and hunting activities in northern Minnesota.

### Project Outcomes and Impact

The project was able to train trainers to work with their local youth extending the reach of the project to more communities throughout Minnesota. The children learned how to grow medicinal plants, hunt and trap, and harvest rice according to traditional practice. Some Elders are pleased with the project as they were not able to pass along these skills to their children or grand-children in part due to past termination policies.

The project held several workshops, annual gatherings and seed swaps in addition to the trips to Dream of Wild Health and other native communities in Northern Minnesota.

They also established a community garden on-site at the Task Force that can be used not only by the project participants but residents at the Task Force housing complex.



*Nibi Water Turtle*

### Key Results

- ✓ 10 Session Giikinoo-amaage-gidiwin Gitigaan Program Curriculum
- ✓ 157 youth and 6 elders involved
- ✓ 19 partnerships formed

One of the positive aspects of this project is we are “building beautiful collaborations” with our partners – Diane Wilson, Executive Co-Director, Dream of Wild Health



# Mississippi Band of Choctaw Indians

Mississippi  
3 YEARS • \$884,989

## Chahta Annopa Isht Aya

### Project Overview

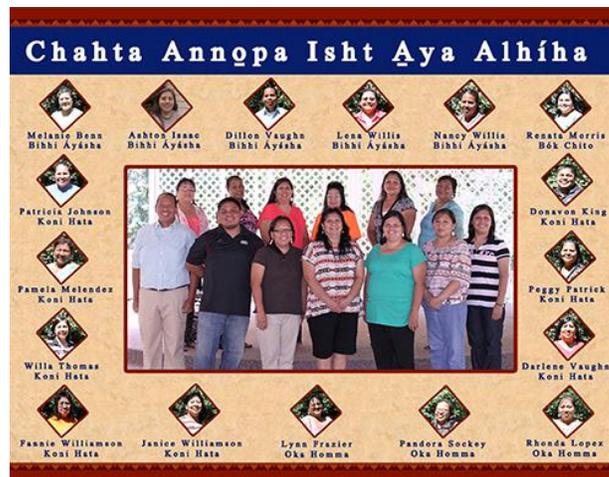
The Mississippi Band of Choctaw Indians (MBCI) has noted a consistent loss of language throughout the past decades. Prior to the project there was only one teacher providing Choctaw language courses in the middle and high schools. From 2012 to 2015 the MBCI implemented a project to develop a Choctaw curriculum and train more teachers to work in the local schools. At the beginning of the project staff worked closely with the Choctaw Nation of Oklahoma, Coushatta Tribe of Louisiana and the Chickasaw Nation of Oklahoma.

The writing team sequenced the curriculum in the summer of 2013. The curriculum project gained the attention of local teachers and the school system. The project worked closely with the local teachers and received feedback on maintaining age appropriateness.

The second objective of the project was to train and certify teachers. The project partnered with the Northwest Indian Language Institute (NILI) located at the University of Oregon. Four NILI staff worked with the MBCI teachers via google hangouts. As part of the certification program, student teachers were recorded and reviewed to critique and improve teaching techniques. Sixteen of the 18 sessions were recorded and are available to be reviewed.

### Project Outcomes and Impact

The curriculum was collaborative with both project staff and local volunteer writers. The curriculum is 12 units with 98 lessons. The project has integrated the curriculum with the eight local communities. The curriculum is bi-lingual and contains standards at the end of each lesson. The project was able to pilot the curriculum for six weeks and currently the local school district wants to have Choctaw classes in all six elementary schools. This tribal support for language learning is seen by staff as one of the most important benefits of the first objective of the project.



*The seventeen Choctaw Language Instructors who were certified by MBCI in July 2015*

### Key Results

- ✓ 12 unit curriculum Choctaw developed
- ✓ 17 teachers received certification
- ✓ 9 partnerships developed

Of the 28 students who enrolled in the teacher certification program, 17 completed. Since the teachers were certified, nine of the students who left the project want to continue.

**“We, as their teachers, must value our own culture deeply enough to impact the self-image of our children and instill pride so they will learn and know Choctaw lifeways, *Chahta immi*. We must take responsibility to insure our children their right to confidently say *“Chahta Siyah!”*”**



MISSISSIPPI  
3 YEARS • \$895,498

# Mississippi Band of Choctaw Indians

## Choctaw Fresh Produce Initiative

### Project Overview

From 2012-2015 the Mississippi Band of Choctaw Indians (MCBI) implemented an ANA funded project to develop a fresh produce operation. This project was born out of the fact that there is almost 30 percent unemployment on the reservation. Further, the tribe has 30 restaurants and cafeterias, eight schools, seven early childhood centers a detention center, and a nursing home all of which need fresh produce. And the closest city to get fresh quality produce is over an hour drive away in Jackson.

The project simultaneously built 16 high tunnel greenhouses in six locations throughout the reservation while planning fruits and vegetables. Although successful, the Tribe mentioned they would have built the tunnels and the garden beds prior to planting. The project grew a wide variety of crops and continues to sell them to the casino and other businesses. They also have a mobile market that travels throughout the reservation selling the fresh produce to local residents.

The project also created a Community Supported Agriculture service. The Fresh Produce Initiative converted a vacant industrial plant into a produce processing area. Once the produce is harvested, anything that doesn't go to the casino is brought to the plant and boxed for distribution to local residents.

### Project Outcomes and Impact

The General Manager has taken an extra step to introduce young children to fresh fruits and vegetables. He made a dish of pasta and sauce made from a wide variety of vegetables grown through the project to share with school children visiting one of the sites. The children really enjoyed both the food and the experience. Several took home some vegetables that were growing at the site.

Local residents said they enjoyed the fresh fruits and vegetables. The project dedicated one of the high tunnels to be fully organic allowing staff to be trained in organic farming and to open into the local Whole Foods.

The project looks to be self-sustaining in the near future and will soon be profitable. Not only are they looking to sell to Fresh Fields, they are also going to expand the CSA into Jackson, MS.

**“Because of this project I now love bok choy, which I wouldn't have tried otherwise.” Dick Hoy, General Manager**



*Two Choctaw Fresh Produce high tunnel greenhouses.*

### Key Results

- ✓ 6 partnerships
- ✓ 39 staff trained in 12 agriculture courses
- ✓ 16 high tunnels in six communities



Montana  
4 YEARS • \$775,537

# Chief Dull Knife College

## Northern Cheyenne Language Development Project

### Project Overview

From 2012-2015, Chief Dull Knife College (CDKC) implemented a project to preserve and maintain the Cheyenne language, through teaching the language to children, ages six and younger, and their parents, as well as through increasing the knowledge and understanding of the culture for all families involved.

At the time of the application, first language speakers who were younger than 40 years old comprised one percent of the Northern Cheyenne population. Homes that still spoke the Cheyenne language were not producing speakers whose first language was Cheyenne, and therefore children were entering school without knowledge of the language. With language fluency levels decreasing over the past 13 years, the College acted to preserve and maintain the language.

This project partnered with the College's onsite Head Start daycare, the community's only day care, which serves not only College students but the community at large, to teach children ages six and younger the Cheyenne language. Throughout the course of the project 15 children increased at least one language level, through 500 hours of language instruction per student per year. Additionally, parents were instructed through weekly classes, which were taught by community Elders. Through this, parents (of the children) also increased at least 1 language level throughout the lifetime of the project. Indigenous knowledge, understanding, and examples were incorporated throughout the lessons, so participants not only gained a deeper understanding of the language, but of their culture. Examples include sessions on drying meat, as well as passing down oral history and songs.

Every week the project compiled a parent take-home packet, which were one-page worksheets to help foster Cheyenne language knowledge and discussion at home. Returned worksheets would receive incentives, such as a \$10 gift certificate to a local store. Additionally, parents who attended classes for a semester would receive incentives, ranging from \$125 to \$450 throughout the lifetime of the project.

### Project Outcomes and Impact

Through this ANA grant, cultural and language exchanges have now increased in homes. Children can now speak the language at home with their parents, and they have games and activities they can do together as a family. Additionally,



*Entrance sign to Chief Dull Knife College*

### Key Results

- ✓ 15 children and 25 adults increased their ability to speak Cheyenne
- ✓ Over 1098 workshops/classes held
- ✓ 5 partnerships
- ✓ 5 Elders involved

as the acting-project director stated, "We speak Cheyenne because that is who we are – so this empowers students to be who they are, which bleeds into other aspects of life (for example, better students). The benefits are far reaching." The project benefited the parents not only through extra money to supplement their income, but by giving them another tool to help reach out to and identify with their children. Lastly, this project exposed CDKC daycare staff to the Cheyenne language and culture. Since daycare staff were not fluent Native speakers, this gave them an opportunity to learn right along with the children.



Montana

3 YEARS • \$828,225

# Crow Tribe of Indians

## Crow Nation Apsaalooke Pre-School Language Immersion Project

### Project Overview

From 2012 to 2015, the Crow Tribe developed a Crow Language Curriculum and Crow Language Classes for pre-school age children. Prior to the project, the Crow Tribe did not have a language curriculum or classes for pre-school children.

During the grant, the project created a language steering committee that included language professors at the Little Big Horn College (LBHC), LBHC administrators, and cultural committee members to guide the work of the language project. The project developed a Creative Curriculum and Crow Knowledge Chart for preschool language proficiency and early childhood education learning focused on three year-olds. Each year, 50 language lesson plans were created. The curriculum included a heavy emphasis on Crow language, Plains Indian Sign Language, culture, history, arts, music, and the traditional Crow Knowledge System. Once the language curriculum was developed, the project incorporated components of the curriculum into the three year old Head Start classroom. Over the three years, the project encouraged the use of language curriculum and instruction in the three year-olds Head Start classrooms. In total, the project facilitated some language instruction in the four preschool classes each year. The project also engaged the parents through cultural seminars, community dinners, and cultural activities.

Additionally, the project provided extensive language outreach and community awareness about the sharp decline of the Crow language. Each year, the project conducted a three day Language Summit with the whole community. The Language Summit provided the opportunity to encourage passive speakers to more actively speak the language on a day-to-day basis. Moreover, the Language Summit paired younger language speakers with experienced language mentors to provide one-on-one language instruction.

### Project Outcomes and Impact

Through their ANA funding, the project has made strides towards language revitalization. Over the course of the project, the staff developed three language curriculums with 150 language lesson plans. The project provided 15 minutes of daily language instruction to 216 children in the



*Little Big Horn College Welcoming Sign*

### Key Results

- ✓ 150 Crow Language Lesson Plans Developed
- ✓ 216 Pre-school Aged Children Received Crow Language Instruction
- ✓ 350 Parents Attended Cultural Seminars Over Three Years.

four classes of three year-olds Head Start and Day Care. In addition, the project taught cultural seminars to 35 parents three times a year. Furthermore, 415 community members attended the annual Language Summit. Moreover, 690 children and 459 adults increased their ability to speak the Crow language through the project. According to the project director, parents and community members gained more awareness about the need for language revitalization through this project. The Language Summit has encouraged youth to speak with family members about learning the language.

The language classes have also had an effect on the community and elders. According to project staff, it has touched the Elders' hearts to see children singing the Crow lullabies. The Elders get immense joy at seeing the children speaking the Crow language.

Project staff hope to utilize more of the language curriculum and eventually increase language instruction to a more immersive environment in the next few years.



# Washoe Tribe of Nevada and California

## Patalngi Me'ki (Eagle's Nest) Project

### Project Overview

The Washoe Tribe of Nevada and California is a federally recognized tribe with communities south and east of Lake Tahoe. Prior to this project, 44 tribal members (just 2% of the tribe) spoke the Washoe language fluently, and the majority of these speakers are over 60 years old. The purpose of this project was to revitalize the Washoe language by developing proficiency in children through the implementation of a Native Language Nest at one of their five existing Head Start sites.

The project team was successful in establishing the nest in year one, and Washoe was the dominant means of communication throughout the project. Classes were four hours per day, four days per week for 32 weeks out of each year, which was 512 hours of annual instruction per child. There were 18 children in the nest every year, but because the five year olds graduated each year and a new cohort of three year olds came in, by the end 42 individual children had each spent at least one year in the nest. Because the nest was an existing Head Start site, the curriculum was essentially the Head Start curriculum, only taught in Washoe, and with a significant cultural component. This included subjects such as seasons of the Washoe people, traditional Washoe diet and health, and social studies from a Washoe perspective. After students graduated from the nest at age five they would transition to public school, so the project team implemented an after-school language program that nest students could attend after graduation in order to maintain the proficiency that they had developed. This consisted of one hour of Washoe instruction per day, four days per week. In addition to the nest, staff also provided language lessons at the other four Head Start sites, and provided resources for parents and other family members of the nest students to speak Washoe in their homes. This included lessons on six audio CDs and illustrations with Washoe words that families could tape to common household items such as cabinets and drawers which provided vocabulary with pictures on the items contained inside, such as spoons, forks, and knives. Additionally, the project team created six children's stories using traditional Washoe legends, translated into Washoe, and illustrated by Tribal artists. These books were then published and distributed to the families and neighboring Washoe communities. Staff also sent home lessons with activities that parents could use with their kids at home. This spurred conversations in Washoe between parent and



*Language Nest field trip to Lake Tahoe for the Kokanees Salmon Run*

### Key Results

- ✓ 42 total Language Nest participants
- ✓ 93 people developed Washoe proficiency
- ✓ 10 partnerships

child, which was new for the parents and served to reinforce what the children had learned in school. Hands-on activities were also provided at the nest for the whole family to come participate in, for example making rabbit skin blankets and snow shoes, which were traditional practices that had not been done in decades and were revitalized through this project. Lastly, weekly Washoe classes were provided for parents of the nest students (as well as any other community members who were interested) for two hours every Thursday evening.

### Project Outcomes and Impact

At the end of each year in the nest, the project team assessed each student's Washoe proficiency using the



NEVADA

3 YEARS • \$493,527

Northwest Indian Language Benchmark Assessment. The results indicated that each student achieved the original goal of 'Beginner Speaker, Skill Level 1' by the end of their first year. According to the lead Language Coordinator and Teacher, "We are training a new generation of speakers, and they're using the language in everyday life. This is breathing new life into the language, and that's what it's all about." The parents of the next participants strongly support this assertion, and several of them provided written testimonials to thank the project team for their experience. According to one parent "My son was one of the first students in the immersion class, and we were very excited to have him participate in such a wonderful program. He now has a sense of who he is and where he comes from. Learning the language at such a young age promotes historical value, cultural value and significant confidence and strength in our children." Additionally, the project team and its participants noted that the benefits of this project goes beyond revitalizing the language, and really had a positive effect on people's overall well-being. According to Washoe's Grants Manager, "We've had a lot of grants here for a lot of different purposes, and this one from ANA was hands down the best grant that made the biggest difference in people's lives of any that we've had. Nothing has had the impact that this has had in terms of really touching people's lives, making them stronger, more confident, and more secure. And what's bigger than that? Honestly, there are not words in English or any other language to express the impact that this has had."



New York

3 YEAR • \$673,993

# Native American Community Services of Erie and Niagara Counties (NACS)

## The Healthy Generations Project

### Project Overview

The Native American communities of Erie and Niagara continue to suffer the effects of historical traumas, such as forced relocation, war, and the residential school system. The loss of tradition as well as mental, physical, and sexual abuse has created an intergenerational cycle of family dysfunction that continues to affect the Native communities of upstate New York.

The Healthy Generations Project was a three year project that fostered the development of healthy, happy, and successful Native American children and families through a coordinated, evidence-based home visiting program. Specifically, the project provided opportunities for young parents to socialize with other parents and caregivers through monthly community events. It also provided a weekly home visiting program to families, and provided a Family Support Specialist to help address overall family well-being through better preparedness and access to services.

### Project Outcomes and Impact

Over the three year project period, NACS held 62 monthly community events in two counties (Niagara and Erie) that provided opportunities for young families to meet other young families in their community, and learn more about their culture and traditional teachings. They also used these meetings to provide information on positive family values, parenting skills and raising healthy children. A critical component of the monthly meetings was the cultural teachings planned and implemented through an Elder speaker series where storytelling, other intergenerational events, and hands-on learning experiences took place. These meetings resulted in a better understanding of cultural teachings, early child development and appropriate methods to use when dealing with troublesome children.

The Healthy Generations Project staff also provided home visiting services to 24 families that were either expecting their first child or had children under the age of five. The weekly visits provided hands-on education on a better understanding of early childhood development, the importance of parent/child bonding and improved parents' confidence to raise their children. Pre and post assessments of the program indicated that the service



*A group of young mothers and a NACS staff member doing traditional arts and crafts at a community event*

### Key Results

- ✓ 62 community socialization events held
- ✓ 24 families completed the home-visiting curriculum
- ✓ 13 partnerships created

improved birth outcomes, promoted participating children's healthy development, reduced child abuse and neglect, enhanced positive parent-child interaction, and increased self-sufficiency of parents.

The third objective recruited eight families with one or more children that were in imminent danger of being placed in foster, group, or institutional care. A Family Support Specialist worked intensely with these families to complete an eight to ten week HomeBuilders Program (HomeBuilders is a proven family intervention curriculum established by the Institute for Family Development). This curriculum worked to remove dangerous behaviors from the home rather than removing the child from the home. All eight of these families completed the curriculum and transitioned into on-going monthly preventative services and have remained intact.

# The Chickasaw Nation

## Chikashshaat ilokchina' Project



Oklahoma  
3 YEAR • \$675,651

### Project Overview

The Chickasaw Nation (CN) is located in southeast Oklahoma and has a diverse, rural population faced with numerous obstacles including poverty and a lack of education. From 2006-2011 the Tribe held listening conferences, community council meetings, and focus groups to understand community needs. The community engagement revealed numerous family life issues and highlighted the Tribe's lack of capacity to effectively engage at-risk youth and their families, and to help them navigate what services are offered by the Tribe and the community at large. Specifically, parents were concerned about drugs, alcohol, health issues, divorce, gambling, and unemployment. Youth revealed a stigma of asking for help, limited services in rural areas, and lack of awareness of available resources.

From this community input, the CN developed the Chikashshaat ilokchina' project with the goal to facilitate access to existing services and treatment for American Indian youth suffering from mental health and/or substance abuse issues. The project had two objectives: Promote holistic wellness for youth aged 14-20 and their families, and provide individualized, strength-based engagements with Indian youth and their families through in-home or in-office visits.

At risk youth were referred into the program through partnering agencies, schools, or therapists. Once enrolled into the program the youth would meet with a therapist, a social services navigator and a cultural coordinator. These three would develop a personalized wellness plan for the participant that included activities encompassing areas of physical, educational, mental, emotional, and cultural wellness. The length of services was individualized and was delivered for a period of three to 22 months depending on the needs of the participants.

### Project Outcomes and Impact

A total of 85 Native American youth participated in the Chikashshaat ilokchina' project. Combined, these participants received 892 therapy sessions and 675 cultural encounters. The average amount of time these youth were in the program was 28 weeks.

The project used two instruments to measure its effectiveness; the American Indian Enculturation Scale (AIES) which measured cultural connectedness and the Family Adaptability and Cohesion Evaluation Scales IV



*Arts and crafts created by youth participants during cultural encounters with project staff.*

### Key Results

- ✓ 85 Native youth completed individual and family wellness plans
- ✓ 892 therapy sessions and 675 cultural encounters received by youth
- ✓ 36 partnerships formed

Over \$100,000 in leveraged resources

(FACES) which assessed family wellness, communication, and satisfaction. Youth participants completed a pre-test, post-test and a 90 day follow-up with the AIES and the FACES for measuring change within the family system of the participant, and for tracking the improvement of cultural knowledge and application. These instruments show that the project had a positive effect on families and youth.

The Chikashshaat ilokchina' Project provided an excellent opportunity for the Chickasaw Nation to establish formal partnership, practices, and resources to adequately promote Chickasaw wellness throughout the entire Chickasaw Nation.



# Choctaw Nation of Oklahoma

## Project IMPACT

### Project Overview

The Choctaw Nation of Oklahoma, located in southeast Oklahoma, is spread across 13 counties with a population of over a quartermillion. The Tribe reported that over 200,000 tons of harmful trash, garbage, hazardous, and other solid waste were improperly disposed of in fields, streams, and roadsides within this area. When disposed improperly, solid waste and toxic substances contaminate the environment leading to polluted air, tainted water, fouled ground, disease, health risks, and other undesirable effects to individuals, communities, and wildlife. The Project IMPACT set out to improve the health and environment of its communities by implementing a recycling program aimed at providing education and collection activities to divert recyclable waste from landfills or being dumped throughout the communities. In addition to public health and the environment, this program also benefitted small businesses by offering free recycling and it established a viable business model by sorting, bailing, and selling plastics and paper for a profit.

### Project Outcomes and Impact

Project IMPACT had three objectives, to offer free recycling collection, pickup, and processing in the town of Poteau, to offer educational outreach on recycling, and to present a five year business plan to the Choctaw Nation that describes how the project will be sustained and enhanced long-term.

When the project started in 2011 there was no recycling taking place in the town of Poteau and the surrounding communities. The recycling facility placed ten roll away bins throughout the town of Poteau near schools, the community center, and municipal buildings and allowed for free dropoff. By the end of the first year they had processed 177,000 pounds of material. To meet the unexpected demand the project hired a third full-time



*A roll-away bin full of recyclable material being delivered to the Poteau facility*

### Key Results

- ✓ Over 540 tons of recyclable material processed
- ✓ 11 partnerships formed
- ✓ 1,800 people educated in how to recycle

sorter and upgraded its facility. By the end of the project period the facility was sorting over 18 tons of material per month.

In addition to recycling, project staff worked with the community to raise awareness of the facility and benefits of recycling. Over 50 outreach activities took place with a combined 1,800 participants at community events, schools, and career expos where people were educated on what items could be recycled and how to do it.



Oklahoma  
3 YEARS • \$893,949

# Citizen Potawatomi Nation

## Comprehensive Water Resource Plan

### Project Overview

Between 2011 and 2015, the Citizen Potawatomi Nation conducted a comprehensive water resource assessment. Prior to the project, the Tribe had very limited information about the water resources within their 900 square mile juridical borders, and could not make informed economic and environmental decisions.

During the grant, the tribe contracted with the United States Geological Survey (USGS) to conduct and produce an in-depth, technical analysis of the ground and surface water within the area. As one of the first steps of the project, the USGS compiled an initial literature review that summarized the available hydrological and climatological data. Then the project collected samples at 30 wells, which included drilling 10 new wells, to measure the quantity of ground water. Additionally, the project collected surface water data by installing in-stream gauges to assess water quality and pollution. Concurrently, the USGS conducted an extensive gap analysis of resource needs in the tribal boundaries. Through data collection and ongoing testing, the USGS created a predictive, 50 year model of future water resources. The project also held three public meetings to inform tribal members, answer questions, and seek input about the water resources. Additionally, the project built tribal capacity to continue testing the 30 wells and in-stream gauges after the completion of the project.



*The Comprehensive Water Plan Community Poster and several of the scientific water resource studies*

### Key Results

- ✓ 8 scientific and economic water resource studies developed
- ✓ 2,000 page digital Hydrological Atlas created
- ✓ 50 year model of CNP water resources
- ✓ 1 Comprehensive Water Resources Plan created

### Project Outcomes and Impact

Through their ANA funding, the Tribe developed a cohesive and comprehensive water resource plan. The studies and water plan were used to inform the tribal environmental department in new regulatory administration. For example, the reports helped tribal policymakers determine which Environmental Protection Agency (EPA) program authority they wanted to take over control as treatment as a State. Moreover, the project helped drive decision making on where to propose surface water projects to clean up pollution with EPA 319 non point-source funding. Additionally, the project also improved health and human safety of the surrounding communities through sharing information of unsafe levels of pollution in local well water. This information was shared with the Oklahoma Environmental Health Department and commercial well drillers.

Through this project, the tribe has increased its ability to plan future economic development. The tribe now knows it cannot significantly develop one zone of the reservation

because of limited water resources. Moreover, the project confirmed that the Iron Horse Industrial Park can be economically developed.

Prior to the funding, there was concern about the water resources since the region was going through a significant drought. Now, the Tribe has a better understanding of the water resources over the next 50 years. Looking forward, the tribe plans to develop a risk mitigation and drought management plan. Moreover, the tribe believes this is a future focused project that will inform the economic development and environmental regulations for the tribe over the next several decades.



OKLAHOMA

2 YEARS • \$367,469

# Citizen Potawatomi Nation

## Potawatomi Cultural Mentorship Program

### Project Overview

Between 2013 and 2015, the Citizen Potawatomi Nation developed a culturally-centered mentorship program for at risk youth. Prior to the project, the adaption of mainstream curriculum for at risk youth to a tribal context was insufficient, and did not encompass the cultural protective factors and resilience the tribe wanted to emphasize.

The tribe began by conducting interviews with at-risk tribal youth to create a culturally-centered and relevant curriculum. The project staff and curriculum contractor designed three distinct curriculums, including a Cultural Mentorship Manual for professional staff hired to work with youth, Cultural Activities Curriculum, and a Peer Mentor and Leadership Curriculum. Then, the project piloted and revised the cultural activities curriculum with ten students based on their feedback. Activities focused on traditional ways of working through issues, providing students the tools for communication, coping, and navigating group dynamics. The Leadership Curriculum focused on teaching and empowering a small cadre of former students on peer-to-peer mentorship to guide, encourage, and advise younger at-risk youth. After the pilot, the project implemented the curriculum. The culturally based youth program served 32 students, five days a week after school, and all day on Saturdays during the summer. The program incorporated therapeutic activities for youth, ranging from creating a community garden, beadwork and sewing regalia, drum-making, to traditional talking circles, Grandfather Stories conveying social morals and fitness classes. Additionally, the project aligned the framework of the curriculum to seasonal activities.

### Project Outcomes and Impact

Through their ANA funding, the Tribe created a Cultural Mentorship Program that provides positive influences and culturally centered teachings that encourage youth to decline participation in risky behavior. The program built a common interest amongst the youth, increased camaraderie, group identity, and community engagement. There has been increased health and wellness participation, including two girls who lost weight through the fitness activities. Additionally, students gained skills to engage in group dynamics, improved communication, ability to express emotions with words, appropriately interact when disagreements occur, and other general skills as they



*Community Garden Created and Cultivated by Potawatomi Youth*

### Key Results

- ✓ 30 Youth Involved
- ✓ 3 Culturally Based Mentorship Curriculums Developed
- ✓ 1 Community Garden Created for Elders and Youth

transition to adulthood. Moreover, the project increased cultural awareness and now seven program participants attend ceremonies regularly. Elders have become more willing to approach kids and have been encouraged to share knowledge with youth and pass on traditional culture. The increased youth participation has also affected the spiritual and ceremonial aspects of the community. Program staff report that Elders have taken on more responsibility to give advice to young women in the program. Additionally, these interactions have increased the sense of kinship among the Elders and the youth in the program. Looking forward, the Tribe has plans to continue this culturally based, mentorship program.

**“During winter, the project used story-telling and had students create their own "Grandfather Teaching Stories" that were relevant to their own lives. This was an exercise in learning lessons and morals. The students referenced Grandfather stories in their day-to-day activities - the morals when going through hard times, and still living through their lessons.”**  
**— Project Director**



Oklahoma  
3 YEARS • \$843,376

# The Seminole Nation of Oklahoma

## Nak-kerretv Ohhayetv Curriculum Sequence Project

### Project Overview

In 2009 the Seminole Nation of Oklahoma completed an ANA funded language assessment to evaluate the status of the Seminole Language and provide direction for language revitalization efforts. Through community surveys the Tribe determined that the Seminole language is in a state of high risk with only ten percent of the tribal population identifying themselves as fluent speakers; of that group 98 percent are over the age of 50. In an effort to revitalize the language and cultural identity of its youth, the Tribe decided to develop a Semvnole -Mvskoke based curriculum to provide educational instruction to Seminole children.

The ANA funded Nak-kerretv Ohhayetv Curriculum Sequence Project set out to develop a comprehensive language curriculum for the kindergarten through 6th grade Pumvhakv Charter School. Prior to this grant, the Seminole Nation of Oklahoma did not have a culturally based, native language curriculum to teach its children. The first of the project's two objectives was to outline a language arts, math, science, social studies, and health and wellness curriculum in the Semvnole-Mvskoke language for the charter school. The second objective set out to produce a 7th and 8th grade Semvnole-Mvskoke language curriculum that meets national Common Core Standards to be used in the public schools.



*The Pumvhakv Charter School*

### Key Results

- ✓ 10 partnerships formed
- ✓ 75 youth and 25 adults received training in Semvnole-Mvskoke
- ✓ Over \$5000 in profits from the sale of the developed textbooks

### Project Outcomes and Impact

The project was successful in developing a kindergarten through 6<sup>th</sup> grade curriculum for language arts, math, science and social studies. This curriculum has enabled the Pumvhakv School's instructors to teach a sequenced Semvnole-Mvskoke language curriculum to Seminole children for the first time. Additionally, the project held monthly community meetings to standardize scientific and technical Semvnole-Mvskoke words that had previously not existed. For example, words such as stamen and pistil (parts of a flower) were created.

In the first year of the project the grant purchased the rights to Level 1 & 2 Lakota Language Consortium textbooks (equivalent to 7<sup>th</sup> and 8<sup>th</sup> grades). Project staff then adapted these Lakota texts into Semvnole-Mvskoke for use by the Tribe. The resulting textbooks were immediately donated to the Tribe and are currently used by two public schools and are being taught to roughly 60-75 students. These courses are recognized by the state of

Oklahoma for credit as World Language courses. These textbooks are also used to teach adult learners who want to incorporate their language in the home. Offered by an instructor online, 25 adult and out-of-state students completed the 7<sup>th</sup> and 8<sup>th</sup> grade coursework in the third year of the project. The adult, online course was so successful that future classes already filled up.

# Tonkawa Tribe of Indians of Oklahoma

## Tonkawa Tribe Water Resources Project

### Project Overview

Between 2012 and 2016, the Tonkawa Tribe of Indians of Oklahoma developed a water resource plan and tribal water regulatory system. Prior to the project, the tribe had never assessed the water resources within their jurisdiction which was facing an unprecedented drought, and had two bodies of water that violated water quality standards.

During the grant, the Tribe contracted the U.S. Corp of Engineers to assess, analyze, and compile a report on the water resources in their boundaries. The project used existent data and observational data to assess the water resources. The project also compiled treaties pertaining to water rights and spoke with Elders about the cultural, spiritual, and ceremonial importance of water. Next, the project director worked with the Tribal Environmental office, Tribal officials, and the Environmental Protection Board quarterly to develop a management plan, which was then approved by the tribal business committee. Moreover, this grant amended the current environmental protection code to create a water quality standard and pollution control code, including a fine schedule for enforcement. Furthermore, the project erected signs and conducted outreach to notify the tribal members about the public health and safety hazards of the polluted river. Additionally, the grant focused on developing a non-point source management plan to apply for the Environmental Protection Agencies 319 program to create and fund the program to clean up water pollution. This plan included the development of a bank stabilization timeline and identification of methods to stop erosion of the river bank.

### Project Outcomes and Impact

ANA funding has helped the Tribe create two strategic water and pollution management plans. Previously, the tribe had no environmental water standard codes, nor mechanisms to enforce them. Now, the Tribe has the ability to punish and fine violators to ensure the new water quality codes are upheld. The regular patrols for prosecution of water pollution and dumping has reduced the amount of dumping, especially by non-tribal members. Additionally, people are more knowledgeable about the toxicity of the water and the dangers of eating the fish. The outreach has changed some fishing behavior such as some community members choosing to fish in other locations.



*A New Warning Sign Overlooking the Chikaskia River.*

### Key Results

- ✓ 1 Set of Environmental Water Quality Codes Developed
- ✓ 2 Strategic Water and Pollution Management Plans Developed
- ✓ 1 Comprehensive Hydrology Study Completed

Furthermore, the tribe has gained the capacity and skills to apply for EPA 319 program funding to begin cleaning up the polluted waterways. This has allowed the tribe to exert more sovereignty and reduce its reliance on the EPA. Additionally, Tribal codes have extended tribal sovereignty. Moreover, this project has increased partnerships for the tribe in the region, and has increased the stature of the tribe as a leader in water issues in the region. Although this project is over in its current state, the capacity building and environmental codes set the stage for future pollution reduction.



# Confederated Tribes of Siletz Indians

## Description of Unique Salmonid Breeding and Rearing Groups in the Siletz River Basin

### Project Overview

The Confederated Tribes of Siletz Indians is a confederation of 27 Bands comprised of over 4,500 members. The land base of the Siletz Indians is a checkerboard reservation of about 4,800 acres, largely located in Lincoln County in southwest Oregon. The Siletz River Basin is a rain dominated system where small towns have set up small reservoirs for consumption purposes. Historically there is a surplus of water available in the winter time but a lack of water available in the spring tourist season creating a challenging situation for the water supply in the Siletz River from which the tribe depends. Historically, tribal members use the Siletz River basin for traditional as well as recreational fisheries. However water is taken from the Siletz River from multiple municipalities.

A recent proposal to construct a dam in the upper reaches of the river created contentious divisions between and within Tribal as well as non-Tribal stakeholders regarding evaluating the negative effects and potential benefits to fishery resources. Without an understanding of Siletz fishery genetic variation, science developed in other regions would be applied to the Siletz basin during the federal dam regulatory decision making process. Because fish stocks vary from basin to basin and within species, using data from other regions would result in an evaluation that would be incomplete and of limited use. This in turn could result in several negative effects to Siletz stocks or potential positive benefits could be overlooked and the reservoir project could be stopped without proper cause.

In order to better understand the effects of the proposed dam an Environmental Regulatory Enhancement grant was implemented from 2012-2015. The projects purpose was to describe the extent of genetic variation and habitat use by adult and juvenile fishes across the Siletz Basin; specifically the extent of genetic variation in spring, summer and fall migrating Chinook salmon; and summer and winter migrating steelhead.

A tissue sampling plan was designed and completed for adult salmon, juvenile chinook and juvenile steelhead. As a result project staff were able to identify a unique breed of salmon that was mixed with another stock that was being overfished. These efforts provided the tribe with the authority to uniquely identify how their fishery stocks should be managed.



*Tribal member project staff and volunteers sampling juvenile salmon in the Siletz River for the project study.*

### Key Results

- ✓ \$121,251 in leveraged resources
- ✓ 1 State Government procedure implemented
- ✓ 7 partnerships formed
- ✓ 65 youth involved
- ✓ 4 individuals trained

Partner contracts were developed that consisted of technical work beyond the Tribes technical expertise including electrophoresis training, electrophoresis, analysis of results and producing peer reviewed papers covering adult chinook. In order to accomplish this two tribal fishery technicians were trained to carry out the electrophoresis and collect the samples. In addition, two students were trained as part of a co-op for class credit through Oregon State University.



OREGON

3 YEARS • \$359,413

were made up of project partners like the natural resource committee that express positive appreciation to better define the genetics of the fish stock within the Siletz Basin. Other meetings consisted of radio programs that covered the project results and interviews with the tribes newspaper.

## Project Outcomes and Impact

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The data collected as a result of the grant has provided the tribe with the evidence to determine and advocate how their fishery stocks should be managed. The tribe has received more recognition and leverage among the regions stakeholders and enjoys an elevated status in policy world.

A testament to this is a regulation developed in the State of Oregon that reduces the period of time that salmon can be fished. This regulation was put in place to protect a unique breeding group that was identified through the project.

In the Tribal Comprehensive Plan tribal members have identified interests in fishery expansion, habitat enhancement, economic development and water use development. The establishment of baseline data within the Siletz River Basin allows the tribe to pursue these plans without negatively effecting the fishery stocks.

# Coquille Tribe

## Land Acquisition Capacity Development Project

### Project Overview

The Coquille Indian Tribe located in the southwest Oregon coast exercises political and legal jurisdictions over 25 separate and discrete parcels of land, which constitute the tribe's 6,422-acre land base. These parcels are located in a rugged and remote area of southern Coos County and are home to the tribe's sustainable forestry strategy that is a central feature of the tribe's long-term economic development strategy. With over 1,000 enrolled tribal members and a growth rate of 2.58 percent over the past 20 years tribal enrollment is expected to continue to climb. In addition, the forecast of a growing population of young families makes it imperative that the tribe invests in developing long-term economic strategies that will lead to family wage jobs for tribal members.

From 2014-2015 a Social and Economic Development Strategies project was implemented to develop a set of tools and demonstrate their capacity to allow the tribe to rapidly respond to large tract and forest land acquisition opportunities. The project focused on two key phases, capacity development and capacity deployment.

The first objective was to create a final land assessment and prioritization instrument and demonstrate its capacity by evaluating a minimum of 1,500 acres of land. The Assessment Tool was created with the help of consultants. It takes into account known information about potential land such as size, resources, types of forestry, etc, and weighs it with the identified needs of the tribe and financing tools that could be used as well such as new market tax credits.

The second objective was to obtain preauthorization from Tribal Council to purchase a minimum of 1,000 acres of timber land using the assessment and prioritization instrument. The tribe's Department of Land, Resources, and Environmental Services successfully received authorization to purchase 3,200 acres of land. The tribes total acreage already exceeds the three year target previously established.

The third objective was to obtain endorsement from the Tribal Council to charter a tribal enterprise tasked with evaluating and acquiring forest lands for the tribe's sustainable forestry program. While this is an avenue that is still being explored, the LRES Department determined a tribal enterprise for land acquisition is not necessary or feasible for the Coquille Tribe. As a result of the grant the Tribe learned it is more feasible to continue purchases through the LRES Department.



*Portion of the Coquille Forest. It is representative of the kinds of forest properties that the Tribe will pursue in the future.*

### Key Results

- ✓ \$15,535 in leveraged resources
- ✓ 4 partnerships formed
- ✓ Purchased 3,200 acres of land

### Project Outcomes and Impact

By creating and using a land assessment tool to acquire the 3200 acres, (an increase of almost 50% in land holdings) the Coquille have provided additional security to tribal members in many different areas. The land property was and still is very checker boarded however by increasing the land holdings they have filled up gaps to better service those areas and brings the tribes land holdings closer to what it used to be.

The land acquisition provides the tribe with additional economic security as well. The Tribe is able to estimate how much revenue they will earn off the timber and then receives bids from the different timber companies. After that there is a process of replanting that takes place as a part of the tribe's sustainable forestry strategy



The acquired land also brings benefits to the tribe related to sustenance and recreation. The land has a large salmon population and is great for hunting as well. There are still tribal members who rely on hunting for their livelihood so this offers additional food sources and revenue opportunity for selling the fish and game.

From a cultural perspective there is significance in the type of lumber that is on the land. It is a very soft wood and can be used for many different traditional crafts like basket weaving.

In addition The Land Acquisition Capacity Development Project overcoming a fundamental capacity constraint by demonstrating a fully functioning and readily available assessment instrument designed for forest land acquisition evaluation. The Coquille tribe now have the tools necessary to identify more land opportunities.



# Red Cloud Indian School, Inc.

## Maḥpíya Lúta Lakhól'iyapi Waúŋspewiĉhakhiyapi – Teaching Lakota to Red Cloud Students

**SOUTH DAKOTA**  
3 YEARS • \$740,909

### Project Overview

From 2011-2014, the Red Cloud Indian School, Inc. (RCIS) developed, tested, and enhanced Lakota language curriculum for primary and secondary education. Over the years there has been significant Lakota language loss and RCIS needed to improve teaching materials and trainings to effectively graduate fluent speakers amongst its 600 students. Through the ANA funding, RCIS developed, tested, revised, and printed the first comprehensive K-12 Lakota language curriculum. RCIS provided language teachers with new teaching techniques and materials through intensive training workshops, ongoing in-class interaction trainings, and in interactive web-based teaching platform trainings. Additionally, through a partnership with an external firm, they developed and implemented data collection and survey instruments to evaluate the program's success.



*Red Cloud Indian School*

### Project Outcomes and Impact

The implementation of this project provided a direct and positive benefit to teachers, students, parents, and families of the Red Cloud Indian School. Throughout the course of this project over 1,050 people increased their ability to speak Lakota, including 700 children and youth, 300 parents/guardians, and 50 staff and faculty at RCIS. Through this project the teachers have ownership of the language and curricula to continuously improve the materials. Non-language teachers have benefited as well by implementing Lakota names and terms into the curriculum, such as names of plants in biology class. Students have come to an understanding that in order to know their culture they have to know their language, and learning the language has instilled a sense of positive identity and self-worth. In 2014, the school's valedictorian spent the first five minutes of her speech speaking entirely in Lakota, something the RCIS has not seen in years. The next chapter of this project will focus on working with parents to bring the language beyond the classroom and into homes and the community.

### Key Results

- ✓ 105 elders involved
- ✓ 70 individuals trained and 10 language teachers trained
- ✓ 21 partnerships formed
- ✓ 700 youth and 350 adults increased their ability to speak Lakota



# Confederated Tribes of the Chehalis Reservation

WASHINGTON  
3 YEARS • \$305,182

## Chehalis Foster Care Project

### Project Overview

The Chehalis Tribe implemented a Social and Economic Development Strategies grant from 2012-2015 to improve their foster care placement system. Prior to the grant, the Tribe's Social Services Department found the process of licensing foster care homes to be difficult. The state of Washington only recognized Tribal foster care licenses issued on the reservation; they did not recognize those licenses issued off of the reservation but within the Tribal service area. In addition, the Tribe did not have the staff capacity to provide training to foster care parents, and was working through a regional inter-tribal child placement agency, South Puget Intertribal Planning Agency (SPIPA), to provide training to foster parents. Training through SPIPA could take up to 1.5 years for a parent due to SPIPA's distance from the reservation and the limited availability of training times.

The Tribe's SEDS grant directly addressed these challenges. The tribe's Social Service Department Director began holding regular meetings with Washington State's Department of Social and Health Services in order to develop a pathway for the Tribe to license homes off of the reservation but within the service area. The state required that the Tribe develop licensing standards and regulations for foster family homes that met the state standards. In year 1 the tribe worked with the neighboring Port Gamble S'klallam Tribe in developing standards that met and exceeded the state's health and safety standards for foster family homes. After the standards were developed, the Tribe and state created an interagency agreement by which the state agreed to recognize the Tribe's right to license homes within the Tribal service area and conduct background checks of foster parents.

With this expanded jurisdiction, more families were available to become foster parents, but these families still needed training. Three Chehalis social services staff attended a four-day Train the Trainer session in Bismarck, North Dakota, where they learned the Circle of Keepers Curriculum for Foster Parents. Staff learned how to train parents to manage a range of child behaviors. The staff brought the curriculum back and taught it to 24 parents over the course of two Saturdays.

As a result of the training provided and their expanded ability to license, the Tribe was able to license 18 foster parents and 11 foster homes over the course of the project.



*Staff from the Chehalis Tribe Department of Social Services and from the Washington State Department of Social and Health Services*

### Key Results

- ✓ 31 people trained in foster parent guidelines
- ✓ 14 children placed in foster homes
- ✓ 18 foster parents licensed
- ✓ 11 partnerships formed
- ✓ 35 elders involved
- ✓ 70 youth involved

### Project Outcomes and Impact

This project had a profound effect on the Department's ability to provide homes for children within Chehalis' jurisdiction and service area. As a result of the training they received, several Chehalis social workers are now consistently recruiting and training foster parents. One staff mentioned that the length of time needed to train a



**WASHINGTON**

**3 YEARS • \$305,182**

foster parent reduced from an average of 1.5 years to 4 months.

Furthermore, the intergovernmental agreement expanded the area of licensure, and social workers now spend less time seeking out homes and more time placing children and providing them with support. The intergovernmental agreement also increased the amount of administrative funding the tribe receives from the state, which allows them to provide more robust services for children, including a youth center and behavioral health services. In addition, state and Tribal staff partnering on this project remarked that the intergovernmental agreement is an innovative approach to foster care licensure, and that the Tribe is paving the way for other Tribes to develop similar agreements. As one state worker said, "This is a new evolving view of supporting Tribes."

Social service staff remarked that it was empowering to locate and train foster parents within their community, as opposed to asking the state to provide a foster home. Through this project, 14 children were placed through this project in homes near or on the reservation. As a result, these children are able to maintain a connection to their culture, school, friends, and family, and will continue to participate in the Tribal community.



Washington

3 YEARS • \$683,156

# Hearts Gathered

## Waterfall School Expansion Project

### Project Overview

The Colville Reservation, located in north-central Washington, is comprised of 12 Tribal groups that speak three distinct languages (Okanogan Salish, Wenatchee/Moses, and Nez Perce). In 2003 the Tribal Government administered an ANA funded language instructor training project. Several of the teachers that completed this project formed Hearts Gathered in 2004. Hearts Gathered is a native non-profit whose goal is to revitalize indigenous languages of the Colville Tribes by operating full-time language schools on the reservation.

In 2011 Hearts Gathered established the Waterfall School to provide Interior Salish language instruction in an immersion setting while also developing new language and culture teachers that can support outlying communities.

### Project Outcomes and Impact

In 2012, at the time the school was awarded an Esther Martinez grant, there were only ten students enrolled at the Waterfall School. The school's first objective was to increase the enrollment of kindergarten to third grade students and provide daily immersion training in Okanogan Salish. By the end of the project period the student body nearly doubled with 19 students enrolled. An Elder volunteered 20 hours per week in the classroom to support language and cultural transmission.

Friday evenings the school offered language instruction to parents and community members. From these efforts fifteen adults attained a minimum language level of intermediate. A major obstacle to the program was the distribution of students across the reservation. The Colville Reservation encompasses 1.4 million acres. Many more students were enrolled in the school over the course of the project, but economic instability and a housing shortage caused many of these families to move and withdrawal from the school.

The project's second objective was to increase the number of certified language instructors. Two teachers reached intermediate-high level in Okanogan Salish and were certified by the Colville Tribe's Language Program. These instructors are now available to increase the potential for language instruction on the reservation. Hearts Gathered is planning on opening a second language immersion school in another community.



*The Waterfall School's playground and hills where many of the cultural and language instruction took place.*

### Key Results

- ✓ 19 students receiving full-time immersion language instruction
- ✓ 2 teachers certified
- ✓ Over 2,500 hours of volunteer hours by Elders in the classroom

Students and parents in the Colville Reservation now have an alternative to the public school system that will provide language and a cultural curriculum specific to their area.

**“As a parent of a student enrolled in the school I have seen an improvement in my child's confidence and social skills as he progresses through the grades.”**

— **Parent of a student the Waterfall School**



Washington  
3 YEARS • \$664,919

# Salish School of Spokane

## Salish School of Spokane Language Nest Development Project

### Project Overview

Salish School of Spokane (SSOS) offers Salish language immersion to children ages one to nine. In 2011, the language nest at SSOS could only teach three hours of language per day due to a lack of fluent Salish teachers. In 2012, SSOS was awarded a three year Esther Martinez Immersion grant. With a detailed plan to achieve fluency the school immediately focused on training language teachers in Colville-Okanagan, developing language learning curriculum, and expanding the number of hours and quality of immersion instruction to children and their parents. For the 2015-2016 school year, 62 children were enrolled and taught in Salish by 20 teachers, who were themselves enrolled in an intensive Salish language learning program.

### Project Outcomes and Impact

Salish School of Spokane's goal is to create a community of fluent Salish speakers. To achieve this they have created a fluency plan that is premised on the development of fluent teachers who can teach both young learners and their families. SSOS has a teacher training system that allows them to create a fluent, adult speaker in 12 to 18 months. The first objective of this grant was for three Early Learning Language Specialists (ELLS) and two staff members to achieve fluency in Salish. Staff received at least 90 minutes of language immersion and 60 minutes of study time for language development per day. The rest of their day was spent teaching in an immersion classroom paired with a fluent speaker. At the end of the grant period, the school had seven teachers who completed the language curriculum, achieved advanced fluency, and were approved for certification as language instructors by the tribe. An additional 16 teachers are currently going through the fluency program.

SSOS believes that families save language, not children. What makes the program unique to the region is that it has a dedicated parent language training program. All parents are required to take at least 40 hours of language instruction per year, with incentives, such as reduced tuition, if they participate in at least 60 hours of training per year. The school offers classes on Wednesday and Thursday nights and two Saturdays per month for parents where they provide a meal and free childcare. In the final year of the



*Students drumming in the classroom.*

### Key Results

- ✓ 7 advanced-fluent language speakers trained
- ✓ 245 different language instructional books developed, printed, and distributed
- ✓ 32 children enrolled in immersion classes for 10-hours per day for 225 days per year
- ✓ Over \$750,000 in leveraged resources
- ✓ 1500+ volunteer hours over the course of the project.
- ✓ 11 partnerships developed

grant, the school had a minimum of 30 adult language learners attending the community classes. The success of the adult training program has allowed the school to hire parents as staff. Forty percent of SSOS staff have children or grandchildren enrolled. Not only is this continuing the parents' language acquisition, it is contributing to the development of a language community where there is intergenerational language use within the home.

In addition to adult instruction, the school developed training materials and conducted immersion language training for children aged one through nine. SSOS



Washington

3 YEARS • \$664,919

designed and printed 245 books, and numerous posters, games, and videos to assist teachers in the classroom.

In the first year of their ANA funding, SSOS had 12 students. At the end of the funding cycle the school had 32 children, nearly all receiving eight hours of immersion instruction per day. Based on the success of their immersion curriculum, the Salish School has partnered with the state run Early Childhood Education and Assistance Program (ECEAP) which allows them to serve low income children. They now have a dedicated social worker who works full time and are now eligible for 30 more children. Unfortunately, the school's facility is at capacity.

Salish School of Spokane has grown from a small, part-time daycare to an established, sustainable Salish language nest serving the community. SSOS has established partnership with ECEAP, the United Way, and the Colville Tribal Business Council, to name a few. With the support of partnerships and leveraged resources, the school has now expanded to include an elementary program for children aged 5 to 10 years.

**“Supporting our kids and school is supporting family and community. Since this school started I've seen a growth in interest in language and culture on the reservation. The kids are ambassadors, bringing in family and community to the school. Increasing pride in the language... The language has saved us.”**

**— Teacher at, and parent of, a student in SSOS**



WASHINGTON

3 YEARS • \$598,693

# Shoalwater Bay Indian Tribe

## Shoalwater Bay Carving Apprenticeship Program

### Project Overview

The Shoalwater Bay Indian Reservation is located on the shores of Willapa Bay at North Cove on the Pacific Coast of Washington State. The reservation occupies 1,034 acres of land on the northern side of the Bay. Among the smallest regional tribes in geographic size and population, the tribal numbers have steadily increased over the past decade to 315 enrolled members in an extended Native American community of more than 1,100 people. Despite this sustained growth there has been a loss of traditional woodcarving. Few historic pieces exist today and fewer carvers are equipped with the knowledge and skill to produce the artwork. Woodworking carries such cultural significance and the tradition runs the risk of becoming non-existent. The Shoalwater Bay Carving Apprenticeship Program implemented a Social and Economic Development Strategies grant from 2012-2015. The project's goal is to promote cultural revival through sustainable traditional wood carving to restore community pride, strengthen heritage connections and promote well-being in the community.

Project staff and master carvers of the Shoalwater Bay Tribe Education Department traditional carving curriculum was developed and implemented. The teachers created curriculum to cover different art styles, tool making techniques, basic and advanced carving techniques, planning, and drawing. Two tribal apprentices tribal members were selected and taught the fundamentals of design, historical significance, carving styles and stories. The main focus of the apprenticeship was to resurrect revive the traditional carving style of the lower Columbia River, Willapa Bay and Grays Harbor watersheds. This style of carving is largely utilitarian in design with many of the traditional objects being highly decorated everyday use objects. The style itself often features geometric patterns, humanoid figures and zoomorphic animal characters. Some of the most well-known objects of the region are carved house posts, canoe bowls, ladles and power or spirit figures.

Another important component of the grant was to strengthen internal and external partnerships concerning the art pieces produced and promoting exhibits. The project developed a multitude of institutions including the Burke Museum at the University of Washington; Oregon College of Arts and Crafts; Washington State Historical Society; Evergreen State College. All were beneficial in building public exposure and creating economic development opportunities for the Tribe as the carvers



*Staff from the Shoalwater Bay Carving Apprenticeship Program with traditional carving tools and pieces.*

### Key Results

- ✓ 13 new partnerships formed
- ✓ 2.5 full-time equivalent jobs created
- ✓ 3 individuals trained
- ✓ 12 elders involved
- ✓ 8 youth involved
- ✓ \$3,600 in resources leveraged

work garnered more attention. As a testament to the success of the apprenticeship program the Washington State History museum featured an exhibit showcasing the work of the master carvers and apprentices from the Shoalwater Bay Carving Program.

**“People of the Adze highlights the creativity, beauty and strength of the work of a young team of carvers from Willapa Bay. In two short years,**



**WASHINGTON**  
3 YEARS • \$598,693

with national funding support, working out of their hand-built carving shed, apprentice carvers and their leaders have produced a masterful body of work and brought new recognition and pride to the Shoalwater Bay People.”-Manager of the State Capital Museum

## Project Outcomes and Impact

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The carvings and artwork produced from The Shoalwater Bay Apprenticeship Program is a very significant source of pride in the community. Project staff spoke of the increased desire from members of the community to learn about the meanings of the carved objects and the cultural traditions related to them. Tribal youth were very fascinated and excited to learn about their culture through hands on activities. The elders would often times approach the carvers to tell of historical stories related to the pieces that the carvings represented. As exposure of the carving program gained traction throughout Washington State so did the potential for economic opportunity as neighboring tribes and institutions commissioned them to produce various pieces.

The program director of the grant was presented with a Young Arts Leadership Award of the 2014 Governor's Arts and Heritage Awards from The Washington State Arts Commission and Governor Jay Inslee. The awards are given to outstanding individuals and organizations that have contributed significantly to the arts and cultural traditions of Washington State. The award and exhibit have contributed significantly to the awareness of the history and traditions of the Shoalwater Bay Indian Tribe and are testaments to the success of the carving apprenticeship program.

“I am happy with the project and shocked with how the project has brought about a community identity. When the project started, it was a couple yahoo carvers. Now we have people that see our stuff and claim it as "our" stuff, "our" style of art.”  
-Program Director



Wisconsin

3 YEARS • \$316,000

# Bad River Band of Lake Superior Tribe of Chippewa Indians

## Implementing Water Quality Standards at Cultural Sites

### Project Overview

The Bad River Indian Reservation is located along the shores of Lake Superior in Wisconsin. Years of logging and mining in the area has depleted old growth forests, polluted the local watershed as well as deposited taconite tailings in Lake Superior. The tribe relies on these waters for substance, wild rice harvesting, and cultural ceremonies.

Between 2012 and 2015, the Bad River Band of Lake Superior Tribe of Chippewa Indians (Bad River) identified approximately 20 elders who continue to have a connection to traditional ways of harvesting, prayers and social events as well as honoring those who have passed on according to tribal customs. Many of these traditions and customs were not passed on to the younger generation.

Collectively, the tribe identified areas of cultural importance and tested the aquatic environments, watersheds and lake beds for pollutants and heavy metals. The project partnered with University of Minnesota to collect and analyze core samples of local lake beds to develop baseline data. The core samples were analyzed by the University of Minnesota Limnological Research Center.

### Project Outcomes and Impact

As a result of the ANA funded project, the tribe developed a map identifying existing cultural and historic sites within the Bad River Watershed. They surveyed the area in 97 grid sections in the watershed and on Madeline Island located in Lake Superior. As time went by, many of the tribal members lost touch with the locations and significance of Traditional Cultural Properties. Through this project the elder's stories and information will be passed down to generations to come.

Further, the tribe was able to develop codes that require the Wisconsin Department of Natural Resources and the Army Corps of Engineers must gain approval from the tribe before working in areas identified as sacred sites or traditional harvesting areas, such as the Kakagon Sloughs at the mouth of the Bar River.

**“Some elders said how can I speak about one [sacred] place, when the whole area is important and sacred.”**

— Anthony Corbine, Project Director



*Images from core sample collection efforts.*

### Key Results

- ✓ 6 Sub-watersheds data-sets that integrate both sociocultural and natural science perspectives over time
- ✓ Mashkii Ziibii: Human Water and Landscape Report to defend water quality standards in cultural sites
- ✓ 23 elders and 36 youth participated in inter-generational activities



Wisconsin

3 YEARS • \$346,354

# Great Lakes Indian Fish and Wildlife Commission

## GLIFWC's Ceded Territory Emerald Ash Borer and Forest Pest Environmental Regulation Project

### Project Overview

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. As of 2002, the Emerald Ash Borer (EAB), Asian Longhorned Beetle (ALB) and other invasive species have been infecting forested areas across the United States. Over 60 million ash trees have been killed in the eastern U.S. The EAB decimates a variety of Ash and the ALB targets Maple trees, both extremely important to indigenous ways of life in the Great Lakes area.

From 2012-2015, GLIFWC evaluated the risks of infestation, developed reports and many regulation and response recommendations for controlling the EAB and the ALB. In order to advance the regulatory recommendations, GLIFWC scientists developed a report that used information from a literature review and contained Global Imaging Systems data and maps of effected areas.

### Project Outcomes and Impact

As a result of ANA funding, staff furthered pest prevention efforts with tribal, state, and federal governments. GLIFWC drafted two reports, one on EAB and the other on ALB and their effects on the local tree populations. These reports included GIS data, pathways for spreading, and detection and control of the invasive species. The reports supported GLIFWC's regulatory recommendations to the tribal councils of member tribes.

Tribes now have the science to enact rules and regulations governing their natural resources, tribal members can identify infected areas and manage the lands and realize cost savings from preventing problems rather than reacting to infestation.



GLIFWC Logo

### Key Results

- ✓ 2 scientific reports on the Emerald Ash Borer and the Asian Longhorned Beetle
- ✓ 2,542 tribal members received information regarding the threats from forest pests, best management practices, response plan, and draft model code information.
- ✓ 13 partnerships formed

GLIFWC also conducted an information campaign with tribal members and the general public through the tribal newspapers, fliers, and notices in campgrounds etc. on tribal regulations and plans to curtail further infestation of EAB, ALB and other assaults on the forested areas such as Oak Wilt.