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## CONFEDERATED TRIBES OF THE GRAND RONDE COMMUNITY OF OREGON



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<b>Project Title:</b>	Pacific Lamprey Eel Protection and Regulation Project
<b>Award Amount:</b>	\$238,696
<b>Type of Grant:</b>	Environmental
<b>Project Period:</b>	Sept. 2006 – Dec. 2008
<b>Grantee Type:</b>	Tribe

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### PROJECT SNAPSHOT

- 2 jobs created
- \$63,256 in resources leveraged
- 5 individuals trained
- 16 partnerships formed

### BACKGROUND

The Confederated Tribes of the Grand Ronde Community of Oregon occupy a reservation in northwest Oregon. Upon restoration as a federally-recognized Tribe in 1983, the Tribe did not retain their traditional hunting and fishing rights. The State of Oregon governs hunting and fishing laws on their reservation.

The Pacific lamprey eel currently spawns in the reservation's South Yamhill River and Agency Creek, part of the Willamette River Basin. The lamprey, which is technically a fish, has traditionally been harvested as a foodstuff without tribal government oversight or intervention. Prior to this project, the life cycle and range of the Pacific eel was essentially unknown. It was understood, however, that the eel population had been in decline for several years, and current harvests total less than ten percent of those from the 1960s.

In 2002, the Tribe completed a ten-year Natural Resources Management Plan to address the economic, wildlife and cultural issues on their reservation. To expand recreational activities and to solidify their environmental governance, the plan required research on all species present on the reservation.

### PURPOSE AND OBJECTIVES

The purpose of this project was to document the lamprey population's health and distribution in the Willamette River Basin. This would allow the Tribe to determine if the population was sustainable and make environmental regulatory recommendations based on scientific evidence.

The project's first objective was to perform trapping and assessment studies on 120 lamprey specimens. The process involved catching and weighing each lamprey as well as implanting coded radio transmitters that could be monitored to determine population distribution and spawning locations. Staff also took tissue samples for lab analysis. Due to complications from the lamprey's seasonal migration pattern and the staff's realization that the original number of radio transmitters purchased was too few, all lamprey trapping and tagging occurred in

the project's second year. Despite the delay, staff successfully tagged 112 eel, of which 53 individual radio codes, plus several "fuzzy" signals, were recorded later upriver. In addition to the tagging, staff developed a partnership with the US Geological Survey and Pacific Gas and Electric Company to monitor eels they had previously tagged. Staff worked with two interns from Oregon State University to complete tagging and tracking activities.

The second objective was for staff to develop a baseline report on the population and health of lamprey runs and consumption health risks for tribal members. Staff submitted lamprey tissue samples to two laboratories for analysis. Staff also conducted a tribal lamprey consumption survey which, when combined with the lamprey tissue study, could help determine lamprey consumption limits. The report would then lead to drafted recommendations for changes to tribal and state regulations regarding lamprey and its spawning areas. The laboratories performed tests on the lamprey tissue samples and found that the cancer risk for adults and children were within the EPA's "acceptable" range. The labs are now conducting further analysis, with other funding, on cross diet consumption. Based on this information, staff recommended future regulations mandating a complete multi-year population survey be performed on the entire Willamette Falls run.

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

The Grand Ronde Natural Resource Department built capacity to use telemetry, tracking, fixed stations, and perform surgery on fish through this project. These skills will serve to enhance the Tribe's ability to monitor and manage its natural resources.

The project also enhanced the Tribe's capacity to make informed strategic decisions to protect and enhance the eel

population, which serves tribal and non-tribal members who seek to harvest the lamprey.

For the State of Oregon, the project ensures that an understudied, and little-understood, specie is being studied by a capable partner. With important budgetary concerns to consider, the project allows the state to focus its resources on mandated studies without losing knowledge about the lamprey.

For tribal elders, who are the most avid consumers of lamprey, the project can lead to sustainable harvest practices and ensure the lamprey population for future generations.

To sustain the project's achievements, the Natural Resources Department will continue to monitor the tagged eels for their lifespan, augmenting their growing knowledge bank.

"This ANA project has provided significant information on two of the three criteria needed for effective regulation and management of lamprey by the State and Tribe...the timeline of migration and area of use have been measured."

Kelly Dirkson, Grand Ronde  
Fish and Wildlife Coordinator

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## CONFEDERATED TRIBES OF THE UMATILLA INDIAN RESERVATION

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<b>Project Title:</b>	Wiyat'ish Naknumit "For the Future" Master- Apprentice Language Project
<b>Award Amount:</b>	\$528,439
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	Sept. 2005 – Sept. 2008
<b>Grantee Type:</b>	Tribe

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### PROJECT SNAPSHOT

- 6 jobs created
- 12 elders involved
- 200 youth involved
- \$382,777 in resources leveraged
- 8 individuals trained
- 37 partnerships formed
- 1 language survey developed
- 102 language surveys completed
- 7 language teachers trained
- 567 native language classes held
- 146 youth increased their ability to speak a native language
- 9 adults increased their ability to speak a native language
- 4 people achieved fluency in a native language

### BACKGROUND

The Confederated Tribes of the Umatilla Indian Reservation (CTUIR) are a union of the Cayuse, Umatilla and Walla Walla tribes. Of CTUIR's 2,472 enrolled

members, roughly 1,350 reside on or near the reservation, which is located in eastern Oregon, in the vicinity of Pendleton.

The languages for all three tribes are distinct and all are experiencing dramatic declines as older generations of fluent speakers are lost. Prior to this project, the tribes had a combined 44 elders who spoke at least one of the three languages: 5 Walla Walla, 14 Umatilla, and 25 Cayuse-Nez Perce.

### PURPOSE AND OBJECTIVES

The purpose of this project was to preserve the three languages by creating educational curricula and training language teachers to become fluent speakers through a master-apprentice learning system.

The project's first objective was to develop three separate assessment tools to measure apprentice-teacher fluency in their chosen language. The assessments were designed to be compatible with the Northwest Indian Language Institute (NILI) benchmarks and the American Council for the Teaching of Foreign Languages, which are the regional standards for measuring fluency in native languages. Staff combined formal testing methods with the strong master teacher

preference for intuitive ratings to create an assessment for each language that measures proficiency in listening, speaking, reading, and writing. Staff was able to use the assessment to rank each apprentice's language skill as novice, intermediate, or advanced, with each of those further divided into low, medium and high.

The second objective was to create six fluent language teachers, two for each language, by delivering 603 days of one-on-one language study over three years. Apprentice-teachers committed to advancing to the intermediate proficiency level by the end of the project. Due to turnover in three of the six positions, master-teachers trained a total of nine apprentice-teachers during the project, of which five achieved at least mid-level intermediate fluency ratings from the master-teachers. Apprentices also completed training in Total Physical Response teaching techniques, language technology and NILI curriculum development and teaching methods. One of the five apprentices was also certified by the Oregon Department of Education as a Native American language instructor.

The final objective was to develop a 9-12 grade language curriculum for each of the three languages and provide language instruction. Master and apprentice-teachers successfully developed curricula for all three languages for grades 6-12 and taught Walla Walla, Cayuse/Nez Perce and Umatilla language classes to 93 junior and high school students. Ancillary to original objectives, staff developed a curriculum for the CTUIR's Head Start program, which apprentice-teachers taught to 53 children twice weekly for 25 minutes during the third year.

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

For CTUIR, the new language speakers represent the passing of the linguistic and cultural torch from tribal elders to youth.

The 5 new speakers represent an 11% increase in the number of fluent speakers in the community. The teacher training classes provided the new speakers with the skills necessary for effectively teaching language to school children.

For tribal youth, new language skills are reawakening pride in tribal culture. Quentin Case, a youth participant, shared, "I gained interest, responsibility and appreciation for my language through this project. I'm learning more than language - I'm learning a deeper sense of our culture."

For tribal elders, the master-apprentice relationship strengthened their ties to the younger generation of tribal members and facilitated the transfer of their knowledge to future generations.

To sustain project momentum, the CTUIR Education Department received a three-year, \$600,000 award from the U.S. Department of Education's Office of Indian Education under Title III. The funds will help absorb three of the six apprentice positions into two fulltime teacher and one project director/teacher positions. In addition, staff submitted a supplemental budget to the CTUIR Executive Director to maintain six apprentice positions in an effort to continue the master-apprentice teaching model.

"This project has completely changed my life forever, both spiritually and culturally, by exposing me to the true identity of self."

Kristen Paragon,  
Apprentice Teacher

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## NATIVE AMERICAN YOUTH AND FAMILY CENTER



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<b>Project Title:</b>	Portland Area Native Employment Project
<b>Award Amount:</b>	\$715,871
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	Sept. 2005 – Sept. 2008
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 106 jobs created
- 38 elders involved
- 340 youth involved
- \$475,956 in resources leveraged
- 313 individuals trained
- 29 partnerships formed

### BACKGROUND

The Native American Youth and Family Center (NAYAFC) was founded in 1974 in Portland, Oregon. NAYAFC was incorporated as a nonprofit organization in 1994 to provide a variety of family and community support services to the approximately 55,000 Native Americans living in the Portland area. The 2000 Census disclosed that 50% of the client base lives 200% below the federal poverty level, and an additional 29% live between 100% and 200% below the federal poverty level.

### PURPOSE AND OBJECTIVES

The purpose of the project was to increase the economic well-being of Native Americans living in the Portland area by

creating a workforce development program that offers employment guidance, skills training, and job search assistance.

The project's first objective was to have 300 project participants complete a workshop, training, community service project or work experience placement. To complete the objective, project staff developed intake forms for prospective clients. Staff then reached out to community partners to implement a marketing campaign for the project and to obtain referrals of Native American clients. During the project timeframe, staff enrolled 366 clients in the employment program. Of those enrolled, 313 clients participated in at least one employment workshop. Of these, 116 clients completed the full 6-week job readiness program, which consisted of 15 workshops that covered such topics as resume writing, goal setting, communication in the workplace, time management, and preparing for a job interview. Additionally, 56 clients completed a community service project. To gauge project effectiveness and impact, project staff contacted all clients on a monthly basis to procure feedback and receive employment status updates. At the

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end of the project timeframe, staff maintained an active client list of 239 program participants.

The project's second objective was to place clients into employment positions and have these clients demonstrate an average of a 25% income increase. Of the 239 active program clients, 137 (57%) were employed at the conclusion of the project. Of these 137 clients, 84 were working in full-time positions and 53 received part-time jobs. Staff calculated that, of those employed, the target of a 25% increase in income was exceeded. Furthermore, staff discovered that of the clients that were not yet employed, 33 individuals had enrolled in a GED program, 32 participants were pursuing higher education, and 16 clients were attending, or had recently completed, a vocational education training program.

The project's third objective was to incorporate and expand the project model into a local workforce development program by the conclusion of the project timeframe. To complete the objective, staff applied for and secured two local workforce development contracts totaling \$284,000. One of these contracts is renewable for up to seven years, signifying that the employment program is sustainable through 2015, and will continue to be available for all Portland-area Native Americans in need of employment guidance, skills training, and job placement assistance.

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

Of the 313 clients served, 218 were employed or pursuing educational opportunities at the end of the project timeframe – a high rate of success for an at-risk population. NAY AFC clients attributed their success to the personalized guidance and training of the project staff. The staff's dedication to consistently follow-up with clients, and to encourage those not yet employed to continue their training in the

program, yielded positive results. Kendra, a program graduate who currently holds two bartending jobs, expressed, "They won't stop until you get a job!" Indeed, project staff aimed to move their clients out of crisis mode to allow them to focus on their personal goals. In collaboration with community partners, staff secured bus tickets, clothing appropriate for job interviews, and rent assistance for clients expressing need. Staff members shared that the project's benefits and successes have served to expand and strengthen NAY AFC's reputation as a service capable of augmenting the reformation of Native American livelihoods.

Project staff leveraged funds to ensure the sustainability of the employment program for the foreseeable future. The funding allows NAY AFC to retain project staff, who will continue to provide all of the services and workshops initiated during the project timeframe. Staff will also continue to utilize community partnerships to expand and deepen the breadth of the project's impact.

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## NATIVE AMERICAN YOUTH AND FAMILY CENTER



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<b>Project Title:</b>	The Generations Project
<b>Award Amount:</b>	\$451,614
<b>Type of Grant:</b>	Social and Economic Development Strategies – Family Preservation
<b>Project Period:</b>	Sept. 2005 – Sept. 2008
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 2 jobs created
- 150 elders involved
- 260 youth involved
- \$25,728 in resources leveraged
- 129 individuals trained
- 17 partnerships formed

### BACKGROUND

The Native American Youth and Family Center (NAYAFC) was founded in 1974 in Portland, Oregon. NAYAFC was incorporated as a nonprofit organization in 1994 to provide a variety of family and community support services to the approximately 55,000 Native Americans living in the Portland area.

### PURPOSE AND OBJECTIVES

The purpose of the project was to build strong and supportive families by offering healthy relationship skill-building workshops to Native American couples residing in the Portland area.

The project's first objective was to provide intake and assessment services for potential project participants to determine readiness to

commit to parenting and relationship classes. To complete the objective, project staff created a database to collect and maintain data on those recruited. Staff then developed intake policies and procedures, which included a client interview process to gather personal information and a self-assessment activity to determine client motivation to participate in healthy relationship activities.

The project's second objective was to offer Positive Indian Parenting (PIP) classes for at least 72 Native American men and fathers, and to provide relationship strengthening groups for at least 288 Native American men, women and youth. A member of NAYAFC staff received certification in the PIP curriculum and led all classes and group activities. A total of 128 participants completed the 8-week PIP program.

Attendees explored the values and attitudes of traditional Indian relationships and child-rearing methods and then compared them to modern practices. A total of 104 individuals participated in the relationship strengthening groups, which provided a forum for attendees to discuss personal relationships and created a social support network among Native American peers. To reach a broader

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audience, project staff also established an agreement with a local prison to offer portions of the PIP curriculum to Native American inmates.

The project's third objective was to stage quarterly community celebration events to strengthen community awareness and knowledge of Native American traditions regarding healthy relationships and families. Project staff implemented a marketing campaign which attracted higher attendees at each of the twelve events held. A total of 4,900 community members participated in the quarterly celebrations, which included guest speakers, traditional singing and dancing, and healthy relationship presentations.

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

For the 393 program participants, involvement in project activities signified a commitment to work with family members to improve and advance their relationships. Community members gained the tools to make healthy relationship choices and to better communicate with loved ones. All participants involved in the workshops and support groups completed pre- and post-tests with 92% reporting an increase in parenting skills. David, who attended classes with his girlfriend Donita, shared, "I learned that Donita and I want the same things in a relationship: to be cared for and to be understood."

To ensure the sustainability of the project's efforts, staff reached an agreement with Oregon's Department of Human Services which will incorporate portions of the positive parenting classes into the recertification process for the state's foster parents. Additionally, NAYAFC has committed to staging quarterly celebration events in an effort to continue to strengthen the bonds of the scattered Native American community in Portland.

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"I learned to listen to my child more closely with my heart and mind. I learned to be more patient with myself as well as with her, in order to instigate more positive changes in our parent-child relationship."

PIP program participant

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## NATIVE WELLNESS INSTITUTE



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<b>Project Title:</b>	Leading The Next Generation
<b>Award Amount:</b>	\$1,462,580
<b>Type of Grant:</b>	Social and Economic Development Strategies – Family Preservation
<b>Project Period:</b>	Sept. 2005 – Sept. 2008
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 3 jobs created
- 7 Native American consultants hired
- 52 elders involved
- 45 youth involved
- \$21,845 in revenue generated
- \$167,637 in resources leveraged
- 121 individuals trained
- 42 partnerships formed

### BACKGROUND

The Native Wellness Institute (NWI) is a private, nonprofit organization founded in 2001 as a training resource for Native people, organizations and communities. The Institute develops programs to promote and improve the physical, spiritual, emotional and mental well-being of Native people through the delivery of trainings, curriculum and program development, and organizational and community strategic planning.

### PURPOSE AND OBJECTIVES

The purpose of this project was to develop and test an evidence-based, culturally

appropriate and replicable healthy family relationship curriculum for Native American communities nationwide.

The project's first objective was to draft the curriculum with guidance from an eight-member advisory group. The group held six meetings during the project's first two years to guide NWI as they developed the curriculum. The new curriculum aligns with the relational worldview model for assessing family conflict, which balances the mind, body, spirit and social context of conflicts. The model views issues through an intuitive, non-time oriented lens, in contrast to a linear worldview that prioritizes understanding direct causes and effects of conflict.

The second objective was to instruct couples from different tribal communities in the curriculum's implementation. Staff trained between seven and nine couples from five different tribes. To effectively pilot-test the training, staff visited each site on three separate occasions during a two-month period. The first two visits familiarized the trainees with the curriculum and allowed them to begin utilizing the training. The final visits were used as opportunities to evaluate the trainees' teaching performance.

NWI staff delivered over 500 hours of healthy relationship trainings in various settings by the end of the project.

The third objective was to establish healthy couple support networks in the trainee couples' communities. Staff conducted informal networking while training in each community. The goal for this objective was to have between twelve to eighteen people from each community meet weekly or biweekly to create a support network promoting healthy relationships. Staff did not formally track these networks but has anecdotal evidence that at least some communities are maintaining such networks.

The project's fourth objective was to establish baseline measures to evaluate the curriculum and conduct an evaluation to determine its efficacy. NWI partnered with the National Indian Child Welfare Association (NICWA), a private, nonprofit organization dedicated to improving the lives of Indian children and their families via training and technical assistance related to Indian child welfare services, to collect baseline data. National Indian Child Welfare Association (NICWA) was founded in 1987 as a private, nonprofit organization dedicated to improving the lives of Indian children and their families via training and technical assistance related to Indian child welfare services. NICWA utilized the Didactic Adjustment Scale as its basis and compared evaluation tools used to measure marriage satisfaction. After determining that none of the tools were native focused, NICWA created a broad-ranging survey to elicit ideals of healthy marriage and relationships from participants. NICWA also observed individual training sessions, conducted focus group discussions, evaluated customer satisfaction survey forms and interviewed individual participants to determine the program's effectiveness. Results indicate that NWI achieved its intended objectives and

effectively trained new trainers. The analysis also revealed that trainees reported high levels of satisfaction with the training materials and presenters.

To raise awareness for the program, NWI promoted the curriculum at three national native conferences and received recognition in a 2008 National Indian Education Association (NIEA) publication.

**OUTCOMES AND COMMUNITY IMPACT**

Training participants reported great personal growth from the experience and satisfaction with the curriculum. Maria Triviso, a trainee, shared, "It's a positive curriculum...it's culturally appropriate for families, the environment and who we choose as life partners."

The project also created the main ancillary benefit originally intended in the proposal: trainees are now sharing the curriculum with their communities. For example, in the Narragansett Tribe, a local native minister will teach the course in his church and the Social Services department will begin

"This project is helping our people to grow. Finally there's a culturally relevant healthy relationship curriculum for Indians."

Jillene Joseph, Executive Director  
Native Wellness Institute

instructing their clients with the curriculum. In the Blackfeet Tribe, the Head Start program began implementing the trainings with students, a community health nurse will use them with teenagers, and two school teachers are incorporating the lessons into their standard curriculum.

To sustain project activities, NWI developed a fee structure to charge for the curriculum materials, trainings and workshops.