

FOUR BANDS COMMUNITY FUND



Project Title:	Wicoicage Sakowin kin un Wicakagapi (Building for the Seventh Generation)
Award Amount:	\$283,652
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 10 elders involved
- 2,080 youth involved
- \$51,820 in resources leveraged
- 287 individuals trained
- 25 partnerships formed

BACKGROUND

Four Bands Community Fund, a community development financial institution (CDFI) founded in 2000 to encourage economic development on the Cheyenne River Indian Reservation, assists entrepreneurs on the reservation by providing training, business incubation services, and access to capital. In the years prior to this project, Four Bands provided training and technical assistance to 575 adults and 325 youth, offered business development classes to 155 people, and approved over 100 loans totaling over \$600,000, expanding or creating 70 native-owned businesses and more than 100 jobs.

PURPOSE AND OBJECTIVES

The purpose of this project was to foster financial literacy and entrepreneurship on the Cheyenne River Reservation through a community education campaign. The project's first objective was to provide a financial literacy and entrepreneurship education curriculum, training, and coaching to 60 teachers at five reservation schools, as well as ensure that all schools were equipped to sustain financial literacy and entrepreneurship instruction after the project ended. To accomplish this, the project team assembled "Making Waves" curriculum toolkits for all participating teachers, distributing 94 of them by project's end; this was an adequate number to support all of the schools on the reservation. The toolkits included hands-on, fun, practical activities and lessons. Examples of financial literacy topics for older students included Checking Accounts 101, Credit Basics, and Bull vs. Bear Markets. Entrepreneurship topics included: School - a Pathway to Success, Planning Your Business, Becoming an Entrepreneur, and many other topics. The Four Bands team consciously designed the toolkits to blend math and other skills into

the curriculum, enabling teachers to use them to help students reach state and federally mandated goals in various disciplines. Using three teachers per school as site coordinators, the team recruited 39 teachers in year one, and 62 by the project's end. Over two years, all 62 participating teachers received training in how to use the toolkits, including 33 who attended training institutes hosted by Four Bands. All participating teachers made efforts to use the curriculum in their classrooms, resulting in over 1,500 students receiving instruction.

The second objective was to implement a financial literacy and entrepreneurship public education campaign reaching 1,000 households. To accomplish this, the project team created and publicized two campaigns, called "Shop Cheyenne River" and "Make Money Matter," through a website and two newsletters sent to 3,500 reservation households. In the "Shop Cheyenne River" campaign, the project team worked with local business owners to improve the types, quality, and pricing of goods and services available locally, so that more residents and organizations would shop in the community. Street banners, reusable shopping bags, posters, magnets, newspaper articles, and newsletter inserts were used to encourage reservation residents to take part in the campaign. In the "Make Money Matter" campaign, project staff recruited community employers and partners in the tribal government to participate in a campaign educating employees about savings accounts, financial literacy, and the pitfalls of using predatory lenders and drawing on payroll deductions for purchases. As part of both campaigns, 259 community members signed "Wavemaker" public pledge cards stating they would support local businesses and take common sense approaches to become better stewards of their money.

Objective three was to establish partnerships with 12 community organizations, with each

partner employing two strategies to build sustained support for entrepreneurship and financial literacy on the reservation. Project staff held meetings with 18 organizations, including business groups, tribal program offices, local colleges, and nonprofit organizations, asking each to plan ways that they could integrate the "Making Waves" campaign into the community work they were doing already. Organizations pledged to work with Four Bands in multiple ways, including: participating in Four Bands events, sharing "Making Waves" stories in newsletters and on websites, challenging their employees to increase take-home pay by reducing payroll deductions, and working with Four Bands to provide financial literacy training for their employees and the people they serve. As part of this objective, Four Bands provided business and personal finance training to nine organizations and 54 tribal program directors, for a total of 225 community members trained.

OUTCOMES AND COMMUNITY IMPACT

Though student outcomes have not yet been formally assessed, teachers involved in the "Making Waves" program stated that program youth improved their knowledge of personal finance, gained confidence in their ability to manage finances and set financial goals, and increased their understanding of entrepreneurship. According to the project coordinator, "The youth have expressed more ambition, noticed niches in the community, and inspired their parents to become more interested in financial literacy." Elsewhere in the community, local business people learned to improve their business practices, and reservation residents and various community groups became more attuned to shopping locally, keeping money in their community, becoming better stewards of their own money, and building the overall economic health of the Cheyenne River community.

LOWER BRULE COMMUNITY COLLEGE



Project Title:	Professional Lakota Language Instructor Project
Award Amount:	\$563,131
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2010
Grantee Type:	Tribal College

PROJECT SNAPSHOT

- 6 jobs created
- 2 Native American consultants hired
- 6 elders involved
- 290 youth involved
- \$6,026 in resources leveraged
- 4 individuals trained
- 24 partnerships formed
- 4 language teachers trained
- 1,320 native language classes held
- 185 youth increased their ability to speak a native language
- 5 adults increased their ability to speak a native language

BACKGROUND

The Lower Brule Sioux Tribe has 2,502 members, 1,092 of whom reside in and around the Lower Brule Sioux Reservation, located 60 miles southeast of Pierre, the state capital. The people of the Lower Brule Sioux Tribe were once part of the Sicangu Lakota, which also included the Upper Brule, or Rosebud Sioux.

Since 2005, Lower Brule Community College (LBCC), the tribal college of the

Lower Brule Sioux Tribe, has worked with the tribe and community partners to operate the Lakota Language Project to foster the development of curricula for all educational programs on the Lower Brule Reservation.

PURPOSE AND OBJECTIVES

The purpose of this project was to certify Lakota language instructors for the Lower Brule education system, create a K-12 Lakota language curriculum meeting state and national standards for language instruction, and promote Lakota language and culture in the Lower Brule community.

The first objective was to increase the number of Lakota speakers working in the Lower Brule education system by at least four individuals. In year one, the project attempted to raise the fluency levels and provide teacher training instruction for seven individuals, four of whom served as paid student teachers and three as unpaid language learning students. After the first year, however, the three unpaid trainees dropped out of the program. Fortunately, the four student teachers remained in the program over the next two years, working with the project coordinator and three community elders to increase their fluency. These four trainees also worked to complete required teacher training courses, pass the

South Dakota teaching examination, and receive certification as Lakota language instructors in the South Dakota school system. During the project period, each of the interns dedicated hundreds of hours to teaching youth in the Lower Brule school system, providing 1,320 classes to 290 youth.

The second objective was to create a K-12 Lakota language instructional curriculum authenticated by community elders that met the state of South Dakota's World Language Standards and federal standards for language instruction. To accomplish this, project staff, including the four interns, the project coordinator, and three elders, created sequenced, copyrighted curricula for four different learning levels: 1) kindergarten through third grade, 2) fourth through eighth grade, 3) beginning high school, and 4) advanced high school. Along with the curricula, they created various teaching aids, including flash cards, games, conjugation and vocabulary posters, activity books for younger students, and verb conjugation and sentence structure booklets for older students. The team also produced three CDs, two on vocabulary and pronunciation, and one on verb and consonant systems.

The third objective was to provide activities preserving and promoting the Lower Brule dialect of the Lakota language and Lakota culture specific to the Lower Brule Sioux Tribe. Project staff, borrowing ideas and advice from participating elders, hosted various gatherings, including social dances, bingo events, tinsila picking days for Boys and Girls Club youth, and a community trip to the tribe's Buffalo Interpretive Center. The team also held community classes on language, history, traditional food, star quilt making, Lakota art and symbolism, drumming, beading and quill work, and Lakota singing and dancing. Each year, project staff also hosted a Lakota Spirit Christmas event, with Lakota Christmas

caroling, floats, food, and drink, attracting hundreds of people from around the reservation. At all of the cultural events, project staff used and encouraged the use of the Lakota language.

OUTCOMES AND COMMUNITY IMPACT

Before the project, the Lower Brule Sioux Tribe had no educators in the Brule dialect of the Lakota language and no language curriculum for K-12 students. At project's end, there were four trained, certified, experienced, motivated, and skilled educators, all capable of making Lakota language classes meaningful and accessible to youth on the Lower Brule Reservation. Two of the four educators currently teach in the Lower Brule school system, and all four will be teaching in 2011; three in the Lower Brule system and one in the nearby Crow Creek system. The four new teachers have four sequenced, authenticated curricula for students of varying levels, with textbooks, workbooks, and teaching aids to assist them in the delivery of their lessons.

The new teachers already have re-energized the Lower Brule school system's language program. Through hundreds of classes, they have enabled 185 youth to increase their Lakota language proficiency in speaking, listening, reading, and writing. Along with the project coordinator, elders, and other key staff members, the teachers also have helped foster a greater understanding of local Lakota culture for Lower Brule youth and members of the community at large.

“Pre and post tests for our K-12 kids show they've made big jumps in reading and writing, and that they've improved their grammar dramatically. Having and using the Lakota font system has helped them - and our new teachers - learn pronunciation better, too.”

Earl Bullhead, Project Coordinator

NATIVE AMERICAN ADVOCACY PROGRAM



Project Title:	Wicoti Tiwahe (Family Camp)
Award Amount:	\$418,038
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 4 Native American consultants hired
- 25 elders involved
- 240 youth involved
- \$108,677 in resources leveraged
- 8 individuals trained
- 16 partnerships formed

BACKGROUND

Native American Advocacy Program (NAAP) is a 501(c)(3) organization located in Winner, South Dakota, serving American Indian youth and people with disabilities in and around South Dakota's nine reservations "by promoting a healthy lifestyle, and by providing prevention, education, training, advocacy, support, independent living skills, and referrals." NAAP's service area is larger than Maryland, and sprawls across some of the most economically depressed, geographically isolated counties in the state.

In 2007, the NAAP Board of Directors developed a five-year plan, with four goals: 1) promote culturally-appropriate services to the Oyate (the people) through programs to

improve their lives, 2) provide an ongoing Lakota Youth Leadership Camp, 3) achieve organizational self-sufficiency, and 4) teach skills to increase relationship building, overcoming youth alienation.

PURPOSE AND OBJECTIVES

The purpose of the project was to establish, maintain, and utilize a traditional Lakota encampment site to involve Lakota youth in leadership, relationship building, and cultural activities. The project's first objective was for 50 youth to increase relationship building skills by 25 percent, as measured by pre- and post-tests, by assisting NAAP in establishing the encampment site, and participating in camps and activities. In the first quarter of year one, the project team, along with local businesspeople, Rosebud Sioux Tribal leaders, volunteers, and youth, set up the camp, installing phones, buildings, storage sheds, a shower house, fencing, electricity, and a water hydrant. Then, they cleared the campsite grounds and ordered camp supplies, including cooking items, horse tack, and first aid items.

Next, the team developed an equine curriculum, for use in its Equine Program. To do this, they consulted with a company

experienced in using horses for therapeutic purposes, researched existing therapeutic equine curricula, obtained permission to use various written materials, and created a curriculum for use by project staff and participating youth. In year one of the project, the project team received nine donated horses for use in the Equine Program. As they set up the encampment's infrastructure, project staff began to recruit youth for the various year one activities, including the winter camp, harvest camp, youth leadership camp, equine camp, and weekly equine program.

The winter camp included a sweat lodge ceremony, hide tanning, drumstick making, traditional storytelling, hunting safety, and trap shooting. At the harvest camp, youth picked traditional plants and medicines such as tinsila and bitterroot, learned proper techniques and spiritual protocols for harvesting the plants, and prepared various Lakota foods, including buffalo soup, wojapi, and fry bread. At the leadership camp, selected youth took part in cultural and relationship building activities, with significant guidance and support from community elders, and hosted activities for other program youth. The equine camp included obstacle courses; team-building activities; training in the basics of horse care, safe horse handling, and horsemanship; teaching of values such as self-reliance, respect, and trust; and engaging in creative problem solving. In the first year of the program, 107 youth, all of whom were pre- and post-tested for their learning and personal development, participated in camps and other activities.

The project's second objective, carried out in year two, was for 50 project youth to increase cultural competency skills by 25 percent, as measured by pre- and post-tests, and to become members of Lakota male and female youth societies. Year two activities included a fall camp for boys, a harvest

camp, an equine camp, a leadership camp, and a girls' Isnati, or "Coming of Age" camp. These camps involved 133 youth in activities similar to those occurring in year one. In year two, there were additional activities focused on Lakota kinship structures, youth societies, and roles and behaviors expected during the transition from childhood to adulthood.

OUTCOMES AND COMMUNITY IMPACT

Pre- and post-tests taken by the youth participating in the project indicated they significantly exceeded learning goals for both project objectives. The youth discovered much about relationship building and Lakota life ways, developing new cultural perspectives, and becoming more mature, reflective, and confident. According to project staff, these new perspectives already have resulted in positive behavior changes relating to their relationships, social lives, and school performance. Marla Bull Bear, the NAAP's Executive Director, stated, "The Wicoti Tiwahe is no longer a concept in someone's mind; it is real. The kids have gotten the chance to establish a new relationship with nature and who they are in the universe. They are more appreciative of what they have, especially when they think of the suffering our forefathers went through."

The Wicoti Tiwahe is a 10-acre respite for Lakota youth with effective, meaningful activities for youth and a sustainability plan utilizing community partnerships and income generating opportunities to care for the land and maintain the site. The NAAP team believes the dedicated staff, elders, and community members who work at the camp will continue to assist Lakota youth in learning about Lakota culture, developing life skills addressing the day-to-day challenges of life on the Rosebud Reservation, and experiencing personal growth long into the future.

OCETI WAKAN



Project Title:	Lakota Language Learning Stations Project
Award Amount:	\$222,494
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 3 Native American consultants hired
- 5 elders involved
- 14 youth involved
- \$19,670 in resources leveraged
- 5 partnerships formed

BACKGROUND

Founded in 1994, Oceti Wakan is a nonprofit organization whose primary goal is the preservation of Lakota culture and language. The organization develops language books, CDs, and school curricula to further its cultural preservation goals.

The Lakota are part of a confederation of seven related Sioux tribes whose Lakota language is one of the three major Sioux dialects. Oceti Wakan, which means “Sacred Fireplace” in Lakota, is located on the Pine Ridge Oglala Lakota Reservation in South Dakota. The reservation is divided into nine districts spread over 3,500 square miles. Approximately 30,000 enrolled tribal members reside on reservation lands.

In 2007, Oceti Wakan staff completed a status assessment of the Lakota language on

Pine Ridge Reservation. Data disclosed that there is a 58 percent fluency rate for those over 50 years of age, but that this rate dropped to 2 percent for those aged zero to 17 years. However, staff discovered that about 50 percent of Lakota youth live in a household with a fluent speaker. Subsequent language preservation activities of Oceti Wakan have aimed to capitalize upon this finding and relationship.

PURPOSE AND OBJECTIVES

The project’s purpose was to develop language learning stations for the kindergarten, first, and second grade students of Pine Ridge Reservation to build a foundation in the Lakota language.

The project’s first objective was to develop 44 Lakota language learning stations for the kindergarten, first, and second grade classrooms in the nine elementary schools on the Pine Ridge Reservation. To complete the objective, project staff first renovated their offices in order to create an adequate space for building the language stations and holding meetings with elder language consultants. The office renovations included the installation of an HVAC system, internet connection, roof refurbishment, and renovation of Oceti Wakan’s community

gathering space. Staff then constructed 44 Lakota language learning stations which consisted of a private study table, headphones, microphone, and speech machine. The speech machine utilizes magnetic cards which allow users to hear a sentence in Lakota, and then record and listen to their own iteration. Project staff produced three sets of 72 magnetic audio cards for kindergarten, first, and second grade language learners, which will enable these classrooms to focus on two phrases a week for a period of 36 weeks.

Staff formed a group of five elders and 14 youth at the Wounded Knee Cultural Center to ensure that the language stations were easy to use, culturally appropriate, and grammatically correct. Once the pilot phase was completed, staff delivered three learning stations to Wounded Knee Elementary School for use in the upcoming academic year. Staff also distributed the learning stations to classrooms of kindergarten, first, and second grade students at four additional schools, reaching approximately 500 students.

The project's second objective was to develop three books with an accompanying CD of the Lakota phrases developed under the project's first objective. The books were divided into three learning levels: Year One, Year Two, and Year Three. Project staff created and produced 1,000 copies of the Year One and Year Two books with accompanying CDs, and 200 Year One books were distributed within the community. The Year Three book was designed, but as of the end of the project period, the book and CD had not been produced.

OUTCOMES AND COMMUNITY IMPACT

Through the creation of 44 language learning stations and two levels of phrase books, Oceti Wakan has laid a solid

foundation for intergenerational Lakota language learning both inside and outside of the classroom. Indeed, the Wounded Knee School District already has installed three language stations and has committed to their use in the upcoming school year.

The activities of this project also have created adequate and suitable space for Oceti Wakan and the surrounding Pine Ridge community to conduct ceremonies, offer community services, and continue their Lakota language preservation and revitalization efforts.

To sustain project momentum, Oceti Wakan will continue to solidify their partnerships with the reservation's nine elementary schools and work to involve elders in the elementary school classrooms in order to further their language revitalization efforts.

RURAL AMERICA INITIATIVES



Project Title:	Assessing Native Languages in He Sapa Project
Award Amount:	\$99,998
Type of Grant:	Language
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 4 elders involved
- 2 youth involved
- \$7,900 in resources leveraged
- 10 individuals trained
- 7 partnerships formed
- 1 language survey developed
- 1,848 language surveys completed

BACKGROUND

Rural America Initiatives (RAI) is a nonprofit organization based in Rapid City, South Dakota. Formed in 1986, RAI provides a wide range of social services to the 19,000 Native Americans living in Rapid City and the surrounding area of Pennington County. RAI's service population is approximately 60 percent Oglala Lakota from the Pine Ridge Reservation, 30 percent Sicangu Lakota from the Rosebud Sioux Reservation, and 10 percent from the Cheyenne River Reservation. In 1990, RAI began overseeing the area's Head Start and Early Head Start programs for low-income Native American children.

PURPOSE AND OBJECTIVES

The project's purpose and only objective was to assess the status of native languages within the Native American community of Rapid City through the collection of data from a representative sample of at least 10 percent of the adult population. To complete the objective, project staff convened a series of focus groups with community members to develop a comprehensive and culturally-appropriate language assessment survey. Staff piloted the survey with 200 Native American students to evaluate comprehension and ease of use. Staff then hired and trained five community members to assume surveying responsibilities.

The surveyors collected completed assessments through community events, door-to-door canvassing, and by staffing tables at partners' buildings. Overall, surveyors amassed over 1,800 surveys that were deemed usable for data analysis purposes. Eighty-three percent of survey respondents were from the Lakota tribe, and the average age of respondents was 34 for males and 35 for females.

Initial data analysis indicated an annual language loss rate of 11.1 percent and an

estimate that by the year 2050 less than 1 percent of the Rapid City Native American population will be speakers of their native language, if the current loss rate continues.

Further data analysis also revealed that 1.5 percent of adults under the age of 40 and 32.1 percent of adults over the age of 50 reported that they are fluent in Lakota. In addition, over 90 percent of the survey respondents believe that the Lakota language is worth saving, and 83.9 percent of the respondents would be interested in taking Lakota language classes.

RAI presented an analysis of the survey results in a report, which included an executive summary of major findings. RAI then printed 500 copies of the executive summary and distributed it within the community.

OUTCOMES AND COMMUNITY IMPACT

For the Rapid City Native American community, participation in the language survey fostered an environment of empowerment, as it provided them with the opportunity to craft the language survey and participate in the subsequent assessment and analysis.

RAI leaders now have clear, current, and accurate information about the language status, program needs, and rate of language loss within their community. Therefore, a foundation for appropriate policy implementation and project development has been built successfully by the work of this project. The report produced from analysis of the survey forms the collective voice of Rapid City's Native American community, and it will direct RAI in the development of its language preservation projects. Finally, and perhaps most importantly, the completed plan provides the needed foundational data for all future grant

applications and language development initiatives of RAI.

To sustain the project's momentum, RAI staff will continue to strengthen the partnership network developed during project activities in order to learn best practices and acquire resources on language preservation methods.

THUNDER VALLEY COMMUNITY DEVELOPMENT CORPORATION



Project Title:	Youth Development through Entrepreneurship Project
Award Amount:	\$762,897
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribal Nonprofit

PROJECT SNAPSHOT

- 13 jobs created
- 1 business created
- 4 Native American consultants hired
- 12 elders involved
- 88 youth involved
- \$22,000 in revenue generated
- \$55,206 in resources leveraged
- 24 individuals trained
- 12 partnerships formed

BACKGROUND

Thunder Valley Community Development Corporation (TVCDC) operates as a nonprofit organization on the Pine Ridge Reservation in South Dakota and was incorporated as a tribal nonprofit in 2007. Their mission is to serve and empower the reservation's Oglala Lakota youth population, who represent approximately 45 percent of the community's 18,000 members.

In 2007, TVCDC formed a partnership with Native American Natural Foods (NANF), a for-profit business that has created an assortment of nationally branded Native

American food products made from buffalo meat, most notably the Tanka Bar.

PURPOSE AND OBJECTIVES

The project's purpose was to strengthen TVCDC's partnership with NANF and collaboratively create a café to provide training for youth on: entrepreneurship, how to meet short and long-term goals, and healthy lifestyles.

The project's first objective was to set up the café and develop and implement a youth training program, youth leadership training module, and youth intern program. In collaboration with NANF and youth volunteers, project staff renovated existing office space by painting the interior, and installing the computer lab, seating, and food serving necessities to create the E-Tanka Café. Project staff developed a business plan for the café and completed an operations manual to guide the café's daily policies and procedures. In collaboration with project partners, staff then developed curriculum for the youth training program, which included workshops on financial literacy, entrepreneurship, asset building, and accounting. To advertise the program, staff placed ads with the career centers at local schools, local radio stations, and the

Chamber of Commerce. A total of 24 youth between the ages of 14 and 17 completed the six-week training program during the project's two-year timeframe. In addition to attending classroom-style lectures, youth trainees also staffed local catering events, manned booths at food service industry conferences, and provided concessions at community events. Once trained, project staff hired the youth to work at the E-Tanka Café as staff, where they received hands-on experience in the customer service industry. Staff also selected four of the youth to enter the youth leadership module, to receive hands-on training in marketing and public relations by creating brand recognition for NANF products through social networking. Finally, an average of 12-15 local youth visited the café on a nightly basis to utilize the café's computers and attend informal after-school activities at the café.

The project's second objective was to develop at least one new product that utilizes the previously unused buffalo carcass and offal, and to expand the market for NANF's food products. To complete the objective, project staff hired a consultant to conduct research on how to develop a manufactured product from the leftover buffalo carcass and offal after the meat had been harvested for use in Tanka Bars. The consultant's final report concluded that no new product could be developed utilizing NANF's current manufacturing system, and therefore no new product was developed directly from buffalo carcass or offal during the project timeframe. Project staff indicated that the Tanka Buffalo Dogs served at the café were developed from the trim meat that remains after the buffalo meat is harvested for use in Tanka Bars, but the level of involvement of the ANA project staff or youth in the product's development process was minimal. Finally, in an effort to expand NANF's food products to the international market, there are plans to have

the factory inspected for compliance with the European Union market standards, but this activity was not completed within the project timeframe.

OUTCOMES AND COMMUNITY IMPACT

For the Lakota youth that participated in project activities, all gained an understanding that local resources can be utilized to affect positive change. The 24 youth learned valuable life and financial literacy skills, and increased their self-confidence by learning how to set goals and how to make plans to achieve those goals. The training program also offered spiritual leave to the youth so they could participate in traditional Lakota activities, thereby offering an opportunity to learn to balance work with cultural events and customs. Finally, the café offers a physical space where youth can be safe, have fun, and enjoy a positive atmosphere.

For the Pine Ridge community, the project modeled healthy lifestyles by establishing a tribally-run café that does not sell soda or fast food. Additionally, project staff shared that the achievements of this project spurred the Tribal Council to create community development corporations in all nine districts on the Pine Ridge Reservation.

To sustain project momentum, NANF hired one intern as a marketing specialist, and TVCDC will continue to enable interns to find employment or start their own businesses. They also will study the possibility of expanding the café kitchen and menu to increase sales and revenue.

“No superhero is coming to Pine Ridge to create jobs and destroy hopelessness. It is up to us, and we are doing it.”

Nick Tilsen, Executive Director
