

# 2011 Impact and Effectiveness of Administration for Native Americans Projects: Report to Congress



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**





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## EXECUTIVE SUMMARY

Established in 1974 through the Native American Programs Act (NAPA), the Administration for Native Americans (ANA) serves all Native Americans, including federally recognized tribes, American Indian and Alaska Native organizations, Native Hawaiian organizations and Native populations throughout the Pacific Basin (including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands). ANA promotes self-sufficiency for Native Americans by providing discretionary grant funding for community based projects, and training and technical assistance to eligible tribes and native organizations.

Each year, ANA visits grantees to conduct impact evaluations on ANA-funded projects. This report includes a brief overview of each project visited and comprehensive results on the impact ANA funding has on Native American communities. The combined funding for the visited projects was \$33.1 million (\$25.2 million for 50 social and economic development projects, \$5.7 million for 15 language projects, and \$2.2 million for eight environmental projects). The projects were located in 17 states and territories, with the highest number of projects in Alaska, California, and Oklahoma

ANA grantee projects had a positive effect on the economy of Native American communities. As detailed in this report, in 2011 ANA's \$33.1 million investment in the communities resulted in:

- 302 full-time equivalent jobs
- 1,348 people employed
- 1,048 Native Americans employed
- 20 businesses created
- \$178,000 in income generated
- \$11.4 million in additional resources leveraged to support projects
- 2,669 individuals trained
- 1,356 partnerships formed
- 21,955 youth and 5,035 elders involved in community based projects
- 1,124 youth and 587 adults with increased ability to speak native languages

A majority of ANA projects visited in 2011 successfully met or exceeded all of their project objectives. Over 64 percent of projects met or exceeded all project objectives, compared to 27 percent that met most objectives, and eight percent of the projects visited did not meet project objectives.

The impact evaluation process enables ANA to make data-driven decisions that enhance ANA services and, in turn, increase ANA project success. As this report demonstrates, ANA grant funding continues to be an effective vehicle for encouraging the self-sufficiency and cultural preservation of Native American communities.

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## 2011 IMPACT AND EFFECTIVENESS REPORT OVERVIEW

Established in 1974 through the Native American Programs Act (NAPA), the Administration for Native Americans (ANA) serves all Native Americans, including federally recognized tribes, American Indian and Alaska Native organizations, Native Hawaiian organizations and Native populations throughout the Pacific Basin (including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands). ANA promotes self-sufficiency for Native Americans by providing discretionary grant funding for community based projects, and training and technical assistance to eligible tribes and native organizations.

ANA provides this funding to eligible tribes and nonprofit Native American organizations for the following areas:

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

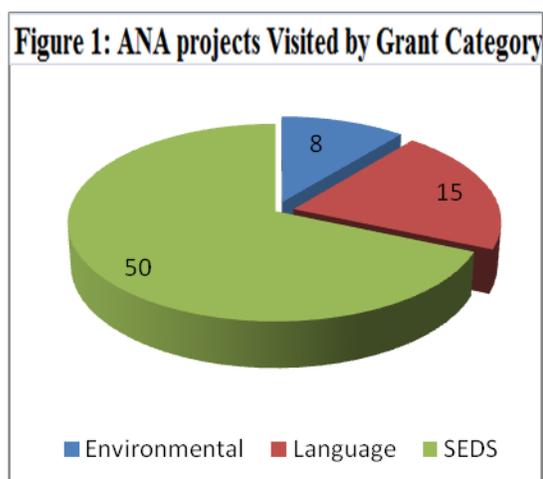
The Native American Programs Act (NAPA) of 1974 (42 U.S.C. § 2991 *et seq.*) provides that ANA is to evaluate its grant portfolio in not less than three-year intervals. The statute requires ANA to describe and measure the impact of grants and report their effectiveness in achieving stated goals and objectives. This report fulfills the statutory requirement and also serves as an important planning and performance tool for ANA.

### OVERVIEW

Each year, ANA visits grantees to conduct impact evaluations on ANA-funded projects. Evaluation teams use a standard impact evaluation tool developed in collaboration with the Administration for Children and Families' Office of Planning, Research and Evaluation. The impact evaluation tool is used to elicit quantitative and qualitative information from project staff, project beneficiaries, and community members in a variety of interview settings. The purpose of these evaluations is threefold: 1) Assess the impact of ANA funding on native communities; 2) learn about the successes and challenges of ANA grantees to improve ANA service delivery; and 3) increase transparency of ANA-funded projects and activities.

### RESULTS AND IMPACTS

During 2011, 71 of 222 ANA-funded projects were selected for impact visits. Of the 71 projects, five had no-cost extensions beyond calendar year 2011. Therefore, these projects are not included in this report. An additional seven projects, which were visited in 2010 and received no-cost extensions into calendar year 2011, are included in this report, bringing the total number of projects analyzed to 73. Projects were selected based on



approaching completion dates, geographic location (within one day’s drive of another project), and amount of the grant award (i.e., high-dollar projects).

This report provides results for the 73 selected projects that fell into the three general grant categories as depicted in Figure 1. Funding totaled \$25.2 million for the 50 SEDS projects, \$5.7 million for the 15 language projects, and \$2.2 million for the eight environmental projects. Of the 50 SEDS projects, 13 were strengthening families projects, with \$10.65 million in funding. The 73 projects were located in 17 states and territories, with the highest number of projects in Alaska (14 projects), American Samoa (six projects), California (six projects), and Oklahoma (six projects). Table 1 summarizes the key results by state.

**Table 1: Key Project Results**

State	# of Projects	Award Amt	FTE Jobs Created	People Employed	Native Americans Employed	Businesses Created	Revenue Generated	Resources Leveraged	Partnerships Formed	Individuals Trained	Elders Involved	Youth Involved
AK	14	\$4,013,423	31	103	67	4	\$1,030	\$2,119,622	190	253	262	649
AS	6	\$1,285,369	21	45	39	2	\$300	\$127,104	53	377	119	529
AZ	2	\$474,790	7	16	14			\$1,540,917	25	11	90	208
CA	6	\$3,137,893	18	56	29			\$389,781	106	61	265	6,636
HI	5	\$3,987,602	47	194	145	2	\$74,695	\$2,268,666	190	270	129	3,870
ME	1	\$301,218	2	6	5			\$11,998	10	7	0	0
MI	3	\$1,362,848	6	38	29		\$300	\$113,824	25	41	47	202
MN	4	\$2,478,744	14	288	261		\$101,157	\$821,343	53	340	2,055	2,613
MT	3	\$2,302,579	16	35	35			\$164,855	39	113	145	553
ND	2	\$753,069	37	249	193	10		\$49,201	21	57	141	270
NM	3	\$2,031,336	11	39	37		\$430	\$204,185	51	56	347	872
NY	3	\$976,022	9	50	32			\$280,655	58	196	61	87
OK	6	\$1,923,839	13	86	62		\$100	\$350,315	76	339	435	1,316
OR	5	\$2,616,189	24	51	23	2		\$1,499,136	85	48	20	184
SD	2	\$1,209,175	14	39	28			\$346,359	44	113	420	750
WA	3	\$1,701,075	8	18	9			\$228,672	40	0	19	0
WI	5	\$2,534,220	22	35	21			\$878,789	290	387	480	3216
Total	73	\$33,089,391	302	1,348	1,048	20	\$178,012	\$11,395,423	1356	2,669	5,035	21,955

A total of 302 full-time equivalent positions were funded by ANA projects and other leveraged funds, as displayed in the “Jobs Created” column.<sup>1</sup> The projects employed 1,348 people, including full-time staff, part-time staff, consultants, individuals receiving stipends, and others. Figures for “Revenue Generated” and “Resources Leveraged” were validated by the evaluators to the extent possible.

Projects receive impact evaluations during a three-month window before or after their project end date; therefore, evaluators do not collect data on outcomes that are achieved in the years after a project has ended. However, projects achieved many immediate and intermediate outcomes that evaluators were able to capture through qualitative observations. Data collected from impact visits demonstrates that ANA projects have a positive impact on the self-sufficiency of native communities. The following pages highlight some of the exceptional projects funded by ANA.

<sup>1</sup> One full-time equivalent job is measured as 40 hours of work per week, for a total of 2,080 hours per year.

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## *SEDS - ECONOMIC DEVELOPMENT*

Native Americans living both on- and off-reservations continue to face profound economic challenges. According to 2010 U.S. Census American Community Survey (ACS) data, 28.6 percent of American Indians/Alaska Natives live in poverty.<sup>2</sup> These percentages rank Native American poverty at more than twice the overall rate in the United States. ANA helps address economic challenges faced by native communities through economic development projects. ANA evaluated six business development and job training projects ending in 2011 with a total funding amount of approximately \$2.5 million. Projects in the business development and job training categories created 13 new businesses and 61 full-time job equivalents, both of which contribute to the economic stability and self-sufficiency of communities. The following is an example of an economic development project evaluated in 2011:

The Turtle Mountain Band of Chippewa Indians has about 30,000 enrolled members, 11,000 of whom live on or near the tribe's reservation in north central North Dakota. The tribe suffers from a weak and aging economic infrastructure, widespread poverty, and geographic isolation from urban economic activity. To address these issues, the Turtle Mountain Band created a three-year entrepreneurial development project to provide assistance for entrepreneurs to start and develop new businesses and create employment opportunities in the tribal community. With the help of four entrepreneurial instructors, the project director conducted four adult and four youth financial literacy trainings each year of the project. Every session had an average of 15 to 20 students, with 127 participants successfully completing training and receiving certificates. As a result of the entrepreneurial training program, there have been 10 new business start-ups, creating 29 jobs. The project also involved many existing local businesses, which provided mentoring and job shadowing opportunities for program participants.

In addition, project staff established an Entrepreneurial Development Center (EDC) to support the development of the small business sector, by providing resources, training opportunities, and on-going technical assistance. Outside of financial literacy training sessions, the EDC served nearly 50 clients, with an average of six new clients per quarter. The center has two business development counselors who help clients with business plans and provide technical assistance as needed; the counselors will remain with the EDC to serve as expert technical assistance providers. The EDC has become a satellite center for entrepreneurial training and business counseling for the tribe, and is an important resource for existing and new business owners on the reservation. The center offers services that would not otherwise exist for the Turtle Mountain community, and has encouraged the entrepreneurial spirit among youth and adults. In addition to providing much-needed resources for economic development on the reservation, this project also highlighted economic development needs that still exist, and has established a foundation for addressing those needs with long-term solutions.

ANA evaluated 11 other economic development projects in 2011 with a total funding amount of approximately \$4.6 million. The projects focused on organizational capacity building,

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<sup>2</sup> The U.S. Census Bureau's American Community Survey (ACS) produces population, demographic, and housing unit estimates through its American Fact Finder website. The 2010 release provides the most current data available on poverty rates among Native Americans and Alaska Natives.

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community strategic planning, and information technology. These projects leveraged \$2.7 million, trained 649 individuals, created 31 full-time job equivalents, and developed three businesses. The following is one example of this type of project:

The Inupiat Community of the Arctic Slope (ICAS), representing 6,300 enrolled Inupiat Eskimos, serves eight Inupiat villages in Alaska's North Slope Borough. Geographic remoteness, harsh weather, high living costs, difficulty retaining staff, and poor communication systems have made it difficult for village staff to perform ordinary administrative and management duties. In 2009, however, a new internet provider came to the region, installing a high bandwidth wireless internet system, providing ICAS the opportunity to improve its communication network. Seizing this chance, ICAS planners, utilizing a one-year ANA grant, created a community-wide internet portal and organizational intranet for its Barrow headquarters and four remote villages: Point Hope, Point Lay, Wainwright, and Anaktuvuk Pass. A three-person design team, with advice from a 15-person region-wide focus group, compiled and organized tribal records, policies, and procedures; created new administration, accounting, and computer usage policies; designed, built, and deployed a Web page and intranet; and uploaded all records and documents into the new intranet platform.

ICAS' new Web page reflected the interests of the North Slope community, using content, photos, and Inupiat language terms recommended by the focus groups. The new intranet platform provided access to webmail, a calendar, core forms and documents, and a file sharing system for each of the villages. The intranet, accessible through a link on the new website, was set up on a remotely-managed cloud server, enabling staff to access files and calendars without requiring the ICAS to purchase expensive servers, software, or network equipment. Once the new system was set up, design team members traveled to the villages, assessing and testing the system, and training village staff in how to use it and various software programs. The team also distributed new computers, replacing old machines still using Windows 95 and 98 operating systems. According to project team members, the training, new equipment, and ease of use of the new intranet system, as well as the easy accessibility of policies, procedures, forms, and key documents have helped staff to more clearly understand their duties, follow ICAS administrative policies, and provide useful services to village members. Village staff feel less isolated and better able to resolve day-to-day problems arising in their communities.

#### *SEDS - SOCIAL DEVELOPMENT*

ANA social development projects invest in human and social capital to advance the well-being of Native Americans. ANA-funded social development projects focus on the restoration and celebration of cultural identity to overcome a variety of social ills stemming from cultural loss and historical trauma. These include high rates of depression, suicide, dropout, and incarceration among Native American populations. ANA evaluated 12 social development projects ending in 2011, with a total funding amount of \$6.2 million. These 12 projects involved 509 tribal elders and 4,540 youth, while providing training for 447 individuals in topics such as youth leadership, career development, cultural preservation, elder care, and educational development. The following is an example of a social development project evaluated in 2011:

The Ottawa Tribe of Oklahoma consists of 2,536 enrolled members, with tribal headquarters in Miami, OK. Enrolled tribal members who are 55 or older are eligible for

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nutritional and support services from the tribe's Title VI program through HHS Administration on Aging. The Adawe Community Center in Miami houses the Ottawa Tribe's Title VI program, and provides a gathering place for elders from at least eight other area tribes. However, the community center lacked adequate kitchen capacity to provide the necessary nutritional services, and lacked opportunities for culturally-relevant social activities for elders. Through a one-year ANA SEDS social development grant, the Ottawa Tribe renovated the Adawe Community Center to serve a larger population of elders with increased nutritional services and social activities. The project director, who also runs the community center, purchased new equipment and hired contractors to expand and improve the center's kitchen facilities. As a result, community center staff increased the number of meals served daily by nearly 60 percent, from 145 to 230, and enrollment in the tribe's Title VI program grew by 88 percent, from 321 to 604. The staff is able to supply nutritious meals in a more efficient manner, thereby providing better service to a larger section of the community. Additionally, the Adawe Community Center now hosts weekly activities, including beading, gourd decorating, and computer training classes. The center also began offering gardening and cooking classes as regular activities, in addition to special events such as Wii bowling tournaments, sock hop dances, and holiday parties. Participation in the center's programs has increased as more elders hear about them, and the center's director has built a strong network of partnerships that will allow activities to continue beyond the project's end. Many of the elders participating in these programs comment on how much they like the center, because it has a warm atmosphere, the food is excellent, and the staff is very friendly. As a result of this project, the Adawe Community Center has enhanced tribal self-sufficiency and established a foundation for continuing services and benefits to the Ottawa Tribe and local community.

Under the SEDS funding area, ANA also funds strengthening families projects that provide interested communities the opportunity to develop and implement strategies to increase the well-being of children through culturally-appropriate family preservation activities, and foster the development of healthy relationships and marriages based upon a community's cultural and traditional values. ANA evaluated 13 strengthening families projects ending in 2011, with a total funding amount of \$10.7 million. Seven of the projects were five years in duration, while six were three years in duration. These 13 projects created 44 jobs, involved 3,119 tribal elders and 13,131 youth, and trained 756 individuals in topics such as foster care certification, responsible fatherhood, healthy life choices, conflict resolution, and positive parenting. The following is an example of a strengthening families project:

The Shiprock Home for Women and Children is a nonprofit domestic violence and sexual assault shelter located on the Navajo Reservation in Shiprock, New Mexico. In 2006, the shelter director and her staff began a five-year "Navajo Healthy Marriages Opportunities Project" to strengthen families in the Shiprock and Farmington communities. At the project's start, staff identified community leaders and certified them in the Prevention and Relationship Enhancement Program (PREP) relationship-strengthening curriculum. These instructors used PREP lessons to train 202 committed couples, 114 single mothers, and 92 single fathers, teaching them to communicate proactively, manage stress, and work as a team with partners. Couples who finished the six-week session were eligible for a wilderness retreat, at which marriage mentors recruited by project staff taught concepts of trust and communication through equine therapy, mountain hiking, and

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learning about traditional ways. In addition, the project included a support group for 114 fathers, who regularly met to discuss the role of the father in a family and bond with their children through 38 group activities. The project team also worked with Johns Hopkins University staff to implement the Center for American Indian Health's Family Spirit curriculum for Navajo parents. Staff from Johns Hopkins University traveled to New Mexico yearly to administer six-day trainings for 224 people, teaching them how to create structure for children, address parent-child struggles, and manage child behavioral issues.

Project participants remarked that training sessions profoundly changed their behavior and prompted self-awareness. They learned to stop communication patterns that damaged trust and intimacy in favor of more positive patterns that stabilized their relationships. The trainings also brought couples closer together, as 22 people who were unmarried at the project's start were married by its end. As a result of the project, participants, mentors, and trainers will pass on traditional teachings and evidence-based concepts from the curricula to the wider community, continuing to strengthen Navajo relationships and families for years to come.

#### *SEDS - URGENT AWARDS*

ANA occasionally provides SEDS funding to help Native communities recover from natural disasters. In 2010-11, ANA provided \$312,605 to assist four nonprofit organizations and one American Samoan government agency in responding to the tsunami that devastated American Samoa in September 2009. Combined, these five projects assisted villages in addressing food security issues, restored parks and beaches, and built community awareness on coping with future disasters. The projects created 15 full-time equivalent jobs, directly involved 104 elder and 437 youth volunteers, and provided opportunities for thousands of American Samoans to come together to heal from the emotional trauma of the tragedy. The following is an example of an urgent award project:

Staff from the Pacific Islands Center for Educational Development (PICED) developed a project to assist villages devastated by tsunami, educate the island community in disaster preparedness, and provide youth with an opportunity to serve affected communities. After recruiting and providing leadership training for nine youth leaders, PICED staff and youth met with local officials to assess needs and discuss the project's two major endeavors: a village beautification effort and a disaster preparedness campaign. Working with village mayors and the American Samoa Department of Education, the team recruited 66 additional youth to work on project activities. After several days of safety training, 56 youth took part in clean-ups of six tsunami-affected villages. In each village, the youth scoured beaches, shorelines, and ditches for trash, removing 7,810 pounds of garbage and debris, and collecting over 1,000 pounds of scrap metal. Participants also painted curbs, bus stops, and tire planters, installed signs, weeded and cleared overgrown areas, and planted coastal shrubs, including 250 plants in the village of Tula.

Next, the youth launched an island-wide disaster preparedness outreach campaign. Youth leaders researched the types of disasters most prevalent in American Samoa, studied the preparedness measures used with each, and designed a campaign to educate community members on the characteristics of tsunamis, earthquakes, floods, and hurricanes, and on

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how to prepare for each. In the campaign, 17 project youth gave disaster preparedness presentations at local elementary schools, reaching 1,293 children. They posted flyers and banners in public locations around the island, created newspaper ads, produced radio public service announcements (PSAs), and made video PSAs which aired frequently on local TV. The outreach campaign reached community members of all ages throughout American Samoa. Of 600 community members surveyed about the media campaign, 54 percent said they had heard of the campaign, and 47 percent felt it had improved their capacity to deal with disasters. Of the 629 elementary school students surveyed after the disaster preparedness presentations in their schools, 96 percent felt better prepared to cope with natural disasters. According to Piced staff, youth involved in the project learned much about community service, team work, leadership, disaster preparedness, Samoan culture and political structures, and how to play an active role in the island's post-tsunami healing process.

#### *SEDS - GOVERNANCE*

Within the SEDS grant area, ANA also funds governance projects that offer assistance to tribal and Alaska Native Village governments to increase their ability to exercise control and decision-making over local activities. In 2011, ANA evaluated three governance projects with a total funding amount of approximately \$918,000. These projects aimed to enhance the capacity of tribal governments. Combined, these projects trained 31 individuals on topics such as code development and enforcement, information technology, human resource management, and legislative procedures. Additionally, these projects developed 13 new governance codes, which were all implemented during the project timeframes.

#### *LANGUAGE*

At the time America was colonized, more than 300 native languages were spoken. Today, that number has dropped to approximately 160; the remaining languages are classified by linguistic experts as deteriorating or nearing extinction.<sup>3</sup> In 2011, ANA visited 15 projects that assisted grantees in sustaining and revitalizing their languages. These projects fell within two funding areas: language preservation and maintenance (nine projects), and Esther Martinez Initiative (six projects).

#### *LANGUAGE - PRESERVATION AND MAINTENANCE*

ANA language preservation and maintenance (P&M) projects enable Native American, Alaska Native, and Pacific Islander communities to assess, plan, develop, and implement projects to ensure the survival and continuing vitality of native languages. In 2011, ANA evaluators visited nine language P&M projects, utilizing nearly \$2.2 million in ANA funding to conduct native language surveys, develop community language preservation plans, train language teachers, create master-apprentice programs, develop and digitize language materials, and create native language curricula, lesson plans, and materials. These projects developed and conducted 12 surveys, with 717 community members responding. In total, 150 people, including 24 teachers,

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<sup>3</sup> Gordon, Raymond G., Jr. (ed.), 2005. *Ethnologue: Languages of the World, fifteenth edition*. Dallas, TX: SIL International. An online edition, which was utilized for the referenced information, is available at: <http://www.ethnologue.com>.

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received job-specific training, and 745 youth and 284 adults improved their ability to speak native languages. The following is one example of this type of project:

Red Cloud Indian School (RCIS), founded in 1888 on the Pine Ridge Indian Reservation, serves students in kindergarten through 12<sup>th</sup> grade, 99 percent of whom are Lakota youth. In 2008, to stem the loss of the Lakota language at Pine Ridge, RCIS educators began working with faculty from Indiana University's American Indian Studies Research Institute (AISRI) to develop a K-12 Lakota language curriculum. In academic year 2008-2009, the team developed a basic template for the curriculum, with learning concepts, sequences, and activities; and pilot materials for grades five-six and high school level one. To develop the curriculum for additional grades and to train RCIS language teachers, RCIS staff developed a two-year ANA project.

From 2009 to 2011, RCIS staff and AISRI partners developed, tested, and revised curricular materials for grades K-second, seven-eight, and high school levels two-three, and revised materials created before the project. The team sequenced the K-12 curriculum and developed new textbooks, teachers' manuals, assessment tools, and teaching materials. Units included grammar points and practice activities, grade-level appropriate content areas on history and culture, and artwork from local artists. Multi-media materials included themed flash cards, an online dictionary, an animated reading lesson series, and interactive online vocabulary activities. The team also developed a Lakota language keyboard for both PC and Mac. This gave students and staff a common writing system, consistent with the one selected for the texts, for learning and teaching Lakota. By project's end, the team finished the curricula for kindergarten, grades five-eight, and high school levels one-two, and 90 percent of the high school level three curriculum; the curricula for grades one-two were 40 percent complete. Over 300 students from grades five-eight and high school levels one-two had used and learned from the new curricula, and the project team made changes based on their feedback. The project also provided intensive teacher training to seven RCIS Lakota language teachers and professional development training to 44 other teachers in the community, preparing them to effectively utilize active language techniques and assessment strategies. Using the new curriculum, 300 RCIS youth increased their ability to speak Lakota, and gained a new enthusiasm for learning the language. RCIS received a new ANA grant to finish the K-12 curriculum, and is on target to complete these efforts by September 2013.

#### *LANGUAGE - ESTHER MARTINEZ INITIATIVE*

The purpose of ANA's Esther Martinez Initiative (EMI) funding area is to provide three-year project awards to language survival schools, language nests, and language restoration programs utilizing immersion techniques to promote language proficiency and fluency. In 2011, ANA evaluators visited six EMI language projects, receiving funding totaling over \$3.5 million, and involving 96 elders and 442 youth. Through these projects, 379 youth and 303 adults improved their ability to speak Native American languages, and 62 youth achieved fluency in a Native American language. Below is an example of an EMI project:

The Piegan Institute, founded in 1987, is a nonprofit organization located in Browning, Montana, created to research, promote, and preserve the language of the Blackfeet Nation. Of the tribe's 15,743 people, there are only 20 fluent speakers, most of who are over age 70. Between 1996 and 2008, Piegan programs succeeded in creating 13

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proficient Blackfeet speakers, all children in Piegan's Nizipuhwahsin School. In 2008, staff began a three-year project to build the capacity of school faculty to provide Blackfeet language medium instruction and increase the number of fluent speakers graduating from the school. To build staff capacity, the school's executive director and master teacher worked together to train three apprentice teachers in the Blackfeet language and in teaching methodologies, particularly in active language techniques such as total physical response. Apprentices studied the language with experienced teachers, observed classes, and taught in teams and alone; developed curricula, lesson plans, and teaching materials; and assessed student learning. They also learned how to teach math, science, and social studies using Blackfeet and English as media for instruction. Two of these apprentices were hired to teach at the school, and they are currently providing students with the tools to use their language and to succeed in society.

To increase the language fluency of Nizipuhwahsin school youth, teachers and apprentices utilized Blackfeet medium instruction and innovative immersion methods with all of the school's 25 students, and a 60-lesson linguistics-based language curriculum for its 10 seventh- and eighth-grade students. Because the class sizes were very small, staff was able to assess student proficiency on an ongoing basis, moving ahead based on how effectively the youth mastered the material and how well they were able to converse with teachers and elder speakers. Through these efforts, 10 students developed a deep conversational proficiency in the Blackfeet language, and 15 others also significantly improved their ability to speak the language. According to staff members, the school's youth are very respected by tribal members, are often asked to deliver opening prayers at ceremonies, and are expected by tribal members to be the primary carriers of the language into the distant future.

#### *ENVIRONMENTAL REGULATORY ENHANCEMENT*

Native communities seek to address the risks and threats to human health and the environment posed by pollution of the air, water, and land in Indian country and other tribal areas including Alaska. Tribal governments' jurisdiction over environmental issues is complicated by geographic borders and in many cases by weak, under-funded, and undefined tribal authorities. ANA environmental regulatory enhancement (ERE) projects empower tribes to overcome environmental challenges by building internal capacities to develop, implement, monitor, and enforce their own environmental laws, regulations, and ordinances in a culturally-sensitive manner. ANA evaluated seven ERE projects ending in 2011 with a total funding amount of nearly \$2.2 million. These projects trained 147 individuals in environmental monitoring and management skills, developed five environmental codes and regulations, developed fish and wildlife management plans, and conducted four baseline environmental assessments on tribal lands. The following is an example of one of these projects:

Under the Coquille Forest Act of 1996, the Bureau of Land Management (BLM) transferred 5,400 acres of ancestral Coquille forestland from federal control back to its original owners, the Coquille Indian Tribe of southwest Oregon. In 2008, the tribe's Department of Land, Resources, and Environmental Services (LRES) received a three-year ERE grant to improve its capacity to manage the forestland and abide by federal regulations on forest transferred under the law. First, the project team invested in assessment equipment, training, and staff resources necessary to address a backlog of field inventories, enhancing the LRES' capacity to meet field inventory requirements. To

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improve its capacity to monitor water quality, the department purchased a new server and record-management software to more effectively store water quality data and reports. Next, the department purchased water assessment data loggers, field equipment, and laboratory equipment, and trained staff in how to use the equipment. The project team set up data collection systems at 20 water sites, enabling the LRES to establish baselines for key water quality measures, including pH level, the amount of dissolved oxygen, and non-point source water pollution. To document and manage non-aquatic habitats in the forest, project staff initiated an internship program and trained eight interns in completing wildlife inventories. Over the course of three years, the interns completed wildlife, habitat, and timber inventories for 45 percent of the Coquille Forest.

Through this project, the tribe significantly improved its capacity to manage forestland, abide by federal regulations on forest transferred under the Coquille Forest Act, monitor and evaluate water quality, conduct environmental assessments of timber sales, and survey and create inventories of endangered and threatened species and their habitats. The LRES has eliminated regulatory reporting backlogs, can better forecast forest growth and project revenue, and now completes its scheduled reports ahead of due dates. Furthermore, by involving and engaging 10 tribal youth in the project, LRES is making efforts to develop a new generation of tribal environmental managers. Finally, due to LRES' increased ability to assess forestland through this project, federal and local agencies have contracted with the department to monitor and assess over 59,000 acres of land. These partnerships will provide an important source of revenue to sustain LRES' activities in the coming years.

## **TRAINING AND TECHNICAL ASSISTANCE**

ANA utilizes all of the information collected during impact evaluations to bolster the quality of its pre-application and post-award trainings, and technical assistance offerings to tribes and native organizations so applicants may better develop, and later implement, realistic project work plans. The Native American Programs Act (NAPA) of 1974 (42 U.S.C. § 2991 *et seq.*) calls for ANA to “provide training and technical assistance in planning, developing, conducting, and administering projects under ANA; short-term in-service training for specialized or other personnel that is needed in connection with projects receiving financial assistance under NAPA; and upon denial of a grant application, technical assistance to a potential grantee in revising a grant proposal.” To meet this requirement, ANA contracts training and technical assistance (T/TA) providers for four geographic regions: East, West, Alaska, and Pacific.

The T/TA providers conduct three types of training for ANA: project planning and development, pre-application, and post-award. The technical assistance offered by the T/TA providers includes: pre-application electronic technical assistance, post award on-site and electronic technical assistance, outreach to unsuccessful applicants, and reviews of grantee quarterly reports. The number of trainings held and number of attendees are detailed in Table 2 (next page).

<b>Table 2: Training and Technical Assistance in FY 2011</b>			
Type of training	Number of trainings held	Number of eligible ANA applicants or grantees attending training	Number of participants attending
Project Planning and Development	25	207	301
Pre-Application	39	340	520
Post-Award	7	98	191

## CONCLUSION

ANA will continue to evaluate projects for success factors and common challenges to improve the content and quality of the services and trainings it provides to grantees. The impact evaluations are an effective way to verify and validate the grantees' performance and ensure the accountability of not only grantees, but also ANA staff and program partners. If ANA discovers a grantee did not implement its project as funded, ANA works with the Administration for Children and Families Office of Grants Management either to restrict future funding options or, if the project is not completed yet, to provide intensive on-site technical assistance on strategies to complete the project. ANA also may give the grantee a no-cost extension, which allows them additional time to complete the project. In severe cases, ANA may require the grantee to relinquish their funds. ANA also uses the information collected to report its Government Performance Review Act indicators, validate programmatic baselines, and seek new and more rigorous ways to manage through results.