



2010 Impact and Effectiveness of
Administration for Native Americans Projects
Report to Congress

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EXECUTIVE SUMMARY

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

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 \$21.3 million, \$13.5 million for 39 social and economic development projects, \$6.3 million for 24 language projects, and \$1.5 million for seven environmental projects. The projects were located in 22 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 2010, ANA's \$21.3 million investment in the communities resulted in:

- 360 full-time jobs
- 36 businesses created
- \$5.7 million in income generated
- \$6.1 million in additional resources leveraged to support projects
- 2,762 individuals trained
- 1,114 partnerships formed
- 6,487 youth and 2,029 elders involved in community based projects
- 1,238 youth and 208 adults with increased ability to speak native languages

A majority of ANA projects visited in 2010 successfully met or exceeded all of their project objectives. Only 7 percent of the projects visited did not meet project objectives, compared to the 69 percent of projects that met or exceeded 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.

2010 IMPACT AND EFFECTIVENESS REPORT OVERVIEW

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

ANA provides discretionary project 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

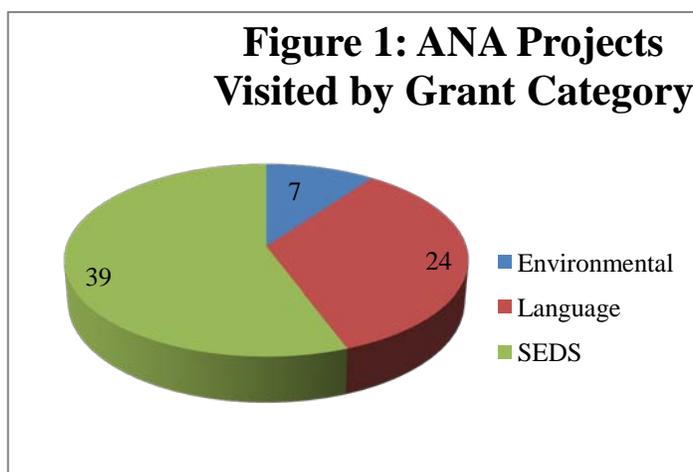
The Native American Programs Act (NAPA) of 1974 (42 U.S.C. § 2991 *et seq.*) provides that ANA is to evaluate its grant portfolio in not less than three-year intervals. The statute requires ANA to describe and measure the impact of grants and report their effectiveness in achieving stated goals and objectives. 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 2010, 74 of 232 ANA-funded projects were selected for impact visits. Of the 74 projects, seven projects had no-cost extensions beyond calendar year 2010. Therefore, these projects are not included in this report. An additional three projects, which were visited in 2009 and received no-cost extensions into calendar year 2010, are included in this report, bringing the total number of projects analyzed to 70. 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 70 selected projects that fell into the three general grant categories as depicted in Figure 1. Funding totaled \$13.5 million for the 39 SEDS projects, \$6.3 million for the 24 language projects, and \$1.5 million for the seven environmental projects. The 70 projects were located in 22 states and territories, with the highest number of projects in Alaska (10 projects), California (seven projects), and Oklahoma (seven projects). Table 1 summarizes the key results by state.

Table 1: Key Project Results

State	# of Projects	Award Amt	Jobs Created	NA Consultants Hired	Businesses Created	Revenue Generated	Resources Leveraged	Formed Partnerships	Individuals Trained	Elders Involved	Youth Involved
AK	10	\$4,580,767	121	34	1	\$3,973,655	\$1,904,905	155	742	362	224
AZ	2	\$771,123	33	3	18		\$183,660	33	540	560	284
CA	7	\$1,606,889	18	14			\$268,989	72	211	114	141
GU	2	\$234,885	6	3			\$40,867	33	10	7	153
HI	2	\$532,200	5	7	6		\$117,986	23	21	216	368
MA	1	\$114,339	1				\$50,000	2			
MD	1	\$740,102	13		6	\$460	\$97,000	16	2	12	42
ME	1	\$73,329	2	7			\$5,410	10	60	40	
MI	1	\$277,381	3	1			\$0	80	16	15	25
MN	4	\$582,359	5	7			\$862,939	86	72	101	360
MP	1	\$571,124	7		1	\$3,065	\$334,664	36	47	11	600
MT	3	\$947,100	7	3			\$119,182	80	45	55	25
NC	3	\$607,629	5		1	\$11,541	\$166,007	75	99	65	50
ND	2	\$769,077	6	3			\$108,146	45	32	30	233
NM	3	\$1,142,467	7	8			\$227,441	55	33	42	168
NV	1	\$88,553		6			\$737	4	5	5	1
OK	7	\$1,468,895	15	10		\$4,639	\$314,376	68	278	51	278
OR	4	\$1,687,217	54	13	1	\$1,684,797	\$361,519	53	18	45	19
SD	6	\$2,350,210	27	14	1	\$22,038	\$249,300	89	333	62	2756
TX	2	\$404,233	6	2			\$121,002	32	3	6	29
WA	5	\$1,135,569	11	10	1		\$505,517	52	186	164	586
WI	2	\$539,896	7	3			\$74,147	15	9	66	145
Total	70	\$21,225,344	360	148	36	\$5,700,195	\$6,113,793	1114	2762	2029	6487

A total of 360 full-time equivalent positions were funded by ANA projects and other leveraged funds, as displayed in the “Jobs Created” column.¹ Figures for “Revenue Generated” and “Resources Leveraged” were validated by the evaluators to the extent possible.

Projects receive 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 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.

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

SEDS - ECONOMIC DEVELOPMENT

Native Americans living both on- and off-reservations continue to face profound economic challenges. According to 2008 U.S. Census data, 25.3 percent of American Indians/Alaska Natives live in poverty.² 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 11 business development and job training projects ending in 2010 with a total funding amount of approximately \$3.3 million. Projects in the business development and job training categories created 32 new businesses and 79 full-time job equivalents, both of which contribute to the economic stability and self-sufficiency of communities. The following is an example of this type of project:

- Developing Innovations in Navajo Education Inc. (Diné, Inc.) is a tribal nonprofit organization assisting the southwestern region of the Navajo Nation to return to traditional means of living through agricultural economic development initiatives. To achieve this goal, Diné, Inc. provides support in agricultural technical training, adding value to agricultural products, and agro-vocational training. With the help of an ANA Economic Development grant, Diné, Inc. established a three-year project called Navajo Nation Traditional Agriculture Outreach (NNTAO) with the aim of encouraging sustainable agriculture and value-added food production while creating economic opportunity and high-quality food for local consumption.

During the first year of the project, each of the nine chapters in Diné, Inc.'s service area established drip-irrigation community gardens and involved a total of 150 crop farmers, 150 value-added food producers, 284 young people, and 560 elders in agricultural activities. In addition, NNTAO provided 70 farmers with laptops and training in marketing, labeling, and Quicken financial management software, equipping them with the skills necessary to add value to agricultural products. While adults greatly benefited from the technical and management training, youth also benefited from the marketing classes offered by project staff. Youth also filled 40 full-time summer positions working in community gardens, and benefited from the creation of a 4-H club in Tuba City.

Finally, before the project's conclusion, project staff worked to establish a web of 20 partnerships that would sustain project activities after the duration of the three-year NNTAO project, including partnerships with Navajo schools, universities, and government agencies. The NNTAO project was extremely successful in engaging youth, adults, and elders; providing appropriate and relevant training in food production and financial software management; forming partnerships; and building the capacity of the Navajo community to run and sustain community gardens. As a result of this project, the nine community chapters have the tools needed to sustain local food production and consumption in the future.

ANA evaluated five other economic development projects in 2010 with a total funding amount of approximately \$2.4 million. The projects focused on organizational capacity building and community strategic planning. These projects leveraged \$1.1 million, trained 185 individuals,

² The U.S. Census Bureau conducts a comprehensive survey of the American public every 10 years. Through a joint effort with the Bureau of Labor Statistics, the Census Bureau releases yearly updates for key indicators, entitled the Current Population Survey. The 2008 release, the most current data available, indicated a poverty rate of 25.3 percent among Native Americans and Alaska Natives.

created 142 full-time job equivalents, and developed six businesses. The following is one example of this type of project:

- In 2007, 34 percent of Alaska Native communities were without running water or flush toilets. To address this problem, the Alaska Native Tribal Health Consortium (ANTHC), the nation's largest tribal health organization, implemented a three-year project creating an Alaska Rural Utilities Cooperative (ARUC) to facilitate the day-to-day operations of a statewide network of local water and sewer utilities. The project, based on a model previously developed in cooperation with the Yukon-Kuskokwim Health Corporation, entailed securing community buy-in, implementing efficient, effective billing programs in member villages, and hiring local operators as full-time ANTHC employees. To establish the cooperative, the project team studied over 60 villages already served through ANTHC public health programs, determined which villages were the best initial candidates for ARUC membership, sent letters and marketing materials to each, and asked for letters of resolution inviting ANTHC staff to each village. For each that responded, ANTHC personnel traveled to the village, met with tribal leaders, conducted in-depth analyses of their facilities, explained the ARUC concept to local residents, received feedback, and answered their concerns. In three years, the project team recruited, and signed memoranda of agreement with 23 villages, and brought them to operational status within the ARUC. In these 23 villages, the ANTHC ARUC team oriented, trained, and hired village residents as water and sewer operators and assistants, creating 104 new jobs in these communities. New staff members were trained in system operation, maintenance, billing, time tracking, record keeping, and reporting.

Utilizing the new staff members in each village, ARUC took over day-to-day operation of village water and sewer systems, providing reliable water and sanitation service for 7,461 people in 1,988 households, and generating nearly \$4 million in revenue to sustain these systems. ARUC services included system maintenance and repair; collecting user fees; paying operators; paying for fuel, electricity, parts, and supplies; system monitoring; and ensuring state and federal regulatory requirements were met. Beyond the 23 initial ARUC member villages, 34 additional villages joined the ARUC's billing assistance program by project's end, with hopes of later joining the cooperative. Community leaders in member villages stated that they already have observed improvements in public health, and expect to see lower infant mortality rates, less illness and death from infectious disease, and higher life expectancies in their villages. As a result of this project, many ARUC member village councils now are planning for new economic development opportunities, including fish hatcheries, hunting and fishing lodges, cultural and eco-tourism, oil contracts, and construction.

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 15 social development projects ending in 2010 with a total funding amount of \$5.8 million. These 15 projects involved 169 tribal elders

and 1,354 youth, while providing training for 832 individuals in topics such as youth leadership, career development, cultural preservation, and health and human services. The following is an example of a social development project evaluated in 2010:

- The Coharie Indian Tribe consists of 2,791 enrolled members and was recognized by the State of North Carolina in 1971. The tribe currently is governed by the Coharie Intra-Tribal Council, Inc., which seeks to address a broad scope of interrelated social, economic, and health problems on behalf of its members. Major barriers to health care for tribal members include an inability to pay for health services, unavailable prevention programs, and insufficient access to care in rural areas. The purpose of this project was to increase access to health care and to enhance awareness and knowledge of health care issues and resources among members of the tribe. To accomplish this, project staff provided in-home medical services to 171 tribal members over a two-year period, conducted eight quarterly health screening clinics, disseminated health education materials, and created a health advisory committee for the tribe. All services and materials were provided at no cost to tribal members. The vast majority of tribal members who received treatment did not have health insurance or other financial resources to pay for services, and they likely would not have received treatment without this project. The in-home medical services obviated many unnecessary and costly emergency room visits and resulted in referrals to physicians in eight cases in which recipients had serious health conditions requiring additional care. According to project staff, the health screening clinics, mobile units, and dissemination of health education materials were highly effective in raising awareness of behavioral determinants of health, promoting health literacy, and communicating the importance of preventative care for all tribal members, particularly elders and youth.

Under the *SEDS – SOCIAL DEVELOPMENT* grant 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 three strengthening families projects ending in 2010 with a total funding amount of \$990,000. These three projects involved 40 tribal elders and 45 youth and trained 36 individuals in topics such as foster care certification, responsible fatherhood, healthy life choices, and positive parenting. The following is an example of a strengthening families project:

- The Micronesian Business Association (MBA) is a faith-based nonprofit organization established in 1997 to provide charitable, educational, and recreational programs for the benefit of communities in Guam. Through a community needs assessment conducted in February 2010, MBA planners discovered that significant numbers of Chamorro people were receptive to an island-wide healthy marriage community education project. The project team designed a culturally-appropriate, 60-question survey to learn more about community needs relating to healthy marriages and families, determine how to meet these needs, and gain detailed insight on how to strengthen and sustain Chamorro marriages. The team surveyed 300 community members of all ages, and conducted in depth one-on-one interviews with 23 additional couples. With the data gathered, the team assembled a detailed report shedding significant light on what is happening in modern Chamorro marriages and what can be done to address the challenges Chamorro couples face. Next,

the team developed and tested a 15-hour curriculum, provided four staff and 39 community members with culturally-sensitive Healthy Marriages/Strengthening Families training, and formed an outreach strategy. Utilizing this outreach strategy, the team identified and partnered with 11 community organizations, each capable of providing unique services and resources for future project implementation. By project's end, the MBA already had received referrals from local government social service agencies, and the project team expressed a strong commitment to working with project partners to offer the healthy relationships curriculum for the Chamorro community.

SEDS – GOVERNANCE

Under the *SEDS* grant area, ANA 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 2010, ANA evaluated five governance projects with a total funding amount of approximately \$990,000. These projects aimed to enhance the capacity of tribal governments. Combined, these projects trained 83 individuals on topics such as information technology, human resource management, infrastructure development, and land planning. Additionally, these projects developed two new governance codes and ordinances, both of which were implemented during the project timeframes. The following is an example of one such project:

- The Swinomish Indian Tribal Community is a federally recognized tribe located on the southeast peninsula of Fidalgo Island, in Skagit County, Washington. The reservation peninsula is surrounded by 27 miles of shoreline and the reservation's 1,200 acres are within low-lying areas less than 10 feet above sea level. In the tribe's 1996 comprehensive plan, tribal leaders recognized an obligation to future generations and vowed to preserve, enhance, rehabilitate, and utilize the natural resources and amenities of the reservation. Continuity of government, economic development and cultural identity depends on the land where the Swinomish Indian Tribal Community lies. The purpose of the Swinomish Climate Change Strategy Initiative was to research the potential impacts of climate change on the reservation and to develop a community action plan that would ensure continuity. Project staff performed climate change scenario analysis, assessed the vulnerability of community assets, performed risk analysis based on vulnerability, and prepared and published a technical report that was approved by the Tribal Senate identifying impacts, scenarios, vulnerability, and risk analysis. The report identified several specific risks associated with climate change that could negatively impact the tribe's land, including rising sea level, decreased water supply, and increased risk of wildfire. A project advisory group made up of project staff, tribal members, climate change experts, Skagit County and Anacortes public works staff, and the Washington State Transportation Department identified policy issues that would affect the implementation of climate adaptation strategies. Project staff then applied risk parameters within the preparedness strategy to identify and define specific mitigation and adaptation actions for the community and published a community action plan. The project identified vulnerable tribal resources and created a much needed model action plan. It has been well received by the tribal community, the City of LaConner, Skagit County, and the State of Washington. As a result of increased knowledge regarding the impacts of climate change on the tribe, an increased effort to address these issues is currently underway.

LANGUAGE PRESERVATION AND MAINTENANCE

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.³ ANA language projects enable Native American, Alaska Native, and Pacific Islander communities to facilitate language preservation and revitalization activities. In 2010, ANA visited 18 projects that assisted grantees in developing viable plans for sustaining their languages. The projects utilized nearly \$4.3 million in ANA funding to conduct native language surveys, collect information on the status of native languages, and receive survey feedback from 9,693 community members. Tribes used the data collected in these surveys to develop community plans aimed at preserving their language. The following is an example of one of these projects:

- Pa'a Taotao Tano', a nonprofit organization whose mission is to preserve, promote, and perpetuate the cultural traditions of the indigenous people of Guam and the Northern Mariana Islands, conducted a one-year project to assess the status of the Chamorro language in Guam. With the assistance of faculty from the University of Guam, the Pa'a Taotao Tano' team developed a survey tool designed to provide insight on the extent to which people of different age groups, genders, and geographic locales could understand, speak, read, and write the language. The team also developed questions to shed light on language use patterns and community attitudes about the language. After developing the survey, the project team traversed the island for six months, visiting all 19 of Guam's villages, carefully ensuring that 10 percent of each village's population was surveyed. During the survey period, the team attended island festivals, cultural events, flea markets, concerts, and night markets, collecting 6,542 surveys, equal to slightly over 10 percent of Guam's Chamorro population. These efforts helped fuel an island-wide dialogue on the cultural and social significance of the Chamorro language. According to the survey team, community members expressed strong pride and happiness that a Chamorro language survey was being done, hoping that such efforts would contribute to saving the language.

Analyzing the data collected, the team produced a report on the status of Chamorro in Guam, learning that 43 percent of respondents were able to write the language "very well" or "well enough to communicate," and that 75 percent and 68 percent respectively were able to understand or speak Chamorro at or above these levels. Ninety-five percent of respondents felt that "an important part of being Chamorro is knowing the language," while only one percent disagreed. The team shared these and other findings with the 19 village mayors, the island's academic and teaching community, and other groups interested in preserving and perpetuating the language. Pa'a Taotao Tano' staff members believe this information will assist the island's political, academic, and cultural leaders in developing effective strategies to preserve and perpetuate the Chamorro language.

Other communities began addressing the loss of native languages and had encouraging results. ANA evaluated six other language projects ending in 2010 with a total funding amount of approximately \$1.9 million. These projects trained language teachers, created master-apprentice

³ 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>.

programs, developed and digitized language materials, and created native language curriculum. The following is one example of this type of project:

- The Confederated Tribe of Siletz Indians is a federally recognized tribe located in Oregon. Since 1970, the tribe has lost an estimated 90 percent of its language speakers, with currently only seven speakers remaining in the Siletz community. In an effort to preserve the Siletz language, the tribe wanted to build upon its language classes for adults and develop language curriculum and classes for children. To accomplish this project within two years, project staff began by developing a curriculum for students from Head Start to fifth grade that included 48 separate lessons. Project staff assessed teachers' prior knowledge of Siletz culture and language, researched Siletz language acquisition, developed classroom activities for each grade level that included teacher instructions on how to implement the activity, and composed songs and stories in the Siletz language to reinforce classroom instructional activities. Elders and teachers reviewed all curriculum units, and provided feedback to project staff that adjusted the curricula accordingly and finalized 190 lessons, greatly exceeding the originally planned 48 lessons. Utilizing resources gathered during the curriculum development phase, project staff also produced instructional materials for teachers, including 116 audio and video files to be used as resource tools both in the newly developed curriculum and on an interactive website supporting language learning at home. At the end of the two-year project, Siletz Tribal Language Project staff produced a comprehensive curriculum with 190 lessons developed for students in Head Start through fifth grade, as well as a website that enables students and community members to learn from home.

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 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 environmental regulatory projects ending in 2010 with a total funding amount of over \$1.5 million. These projects trained 138 individuals in environmental monitoring and management skills; developed two environmental codes and regulations; developed fish and wildlife management plans; and conducted five baseline environmental assessments on tribal lands. The following is an example of one of these projects:

- The Hopland Band of Pomo Indians implemented a three-year project improving the band's capacity to analyze the impact of future land development projects on the Hopland reservation's environment. The project team, including a project director, three wildlife biologists, and a botanist, conducted environmental inventories and geographical information systems (GIS) mapping on reservation plant life, wildlife, and threats to the environment. The project team also trained tribal members on reservation ecology and developed a tribal environmental review process. In addition, project staff conducted plant and animal inventories for three years, benthic macro-invertebrate surveys for two

years, and vegetation and habitat mapping for one year. Project staff applied this information in the production of detailed species lists for wildlife, a photographic guide to mammals, a plant herbarium with 950 plants, and comprehensive wildlife and botanical resources reports. Using aerial photography and on-the-ground field mapping, they created maps to identify vegetation patterns, sensitive vegetation and wildlife areas, and 17 illegal solid waste dumpsite areas on the reservation.

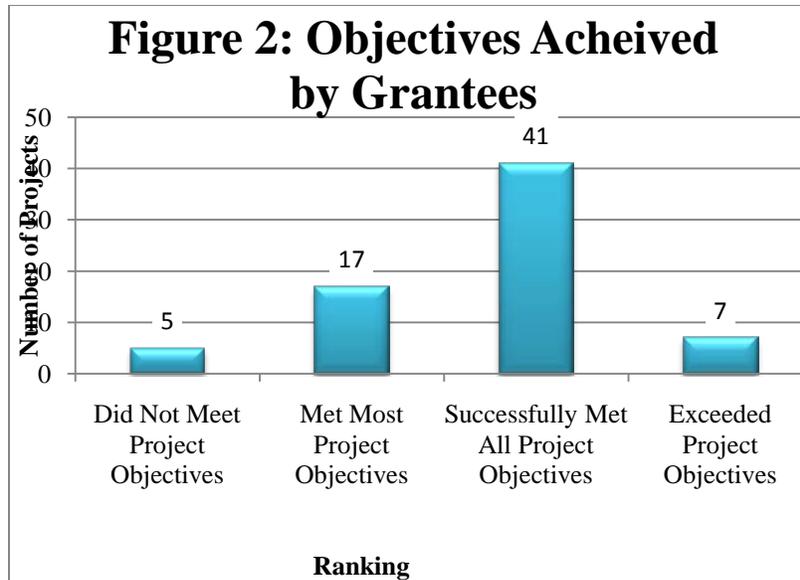
To build the capacity of tribal members to understand environmental issues, three tribal members were trained in data collection and environmental monitoring activities, and eight Master Naturalist workshops were conducted to educate 32 tribal members on reservation ecology. To develop an environmental review process, project staff studied the impact assessment and permitting processes of other tribes and government agencies, devised an impact assessment and permitting process, and worked with other tribal departments and council members to modify and finalize the process. According to the project team, these efforts have enhanced the tribe's ability to prevent land, air, and water pollution; restore and protect fish and wildlife habitat; ensure the survival of native plants; motivate tribal members to take an active role in protecting the environment; and preserve tribal culture and seasonal connections to the land.

ADDITIONAL FINDINGS

ANA funds competitive projects that are designed and implemented by tribes or community organizations. Evaluators compared grantees' planned objectives with their actual accomplishments to determine the extent to which grantees achieved objectives and met the stated expectations of their projects.

As depicted in Figure 2, ANA determined that about two-thirds of projects evaluated in 2010 exceeded expectations or successfully met their objectives (48 projects or 69 percent); some projects fell short of objectives but moderate benefits to the community were visible (17 projects or 24 percent); and, the remainder did not achieve their objectives (5 projects or 7 percent).

Finally, there were only 25 no-cost extensions in fiscal year 2010, continuing the downward trend observed in 2008 (26) and 2009 (24), in which ANA grantees requested fewer no-cost extensions than in previous years, including 2006 (49) and 2007 (41).



The evaluations also revealed critical success factors relating to a project’s implementation. A high level of project staff participation during the planning phase of a project and the grantee’s ability to leverage resources were instrumental in successful projects. On the other hand, a common challenge many grantees experienced, both in 2010 and in previous years, was an underestimation of the time and resources required to complete their project and meet planned objectives.

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 providers (or 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.

Table 2. Training and Technical Assistance in 2010			
Type of Training	Number of Trainings Held	Number of eligible ANA applicants or grantees attending training	Number of participants attending
Project Planning and Development	28	254	403
Pre-Application	25	362	521
Post-Award	9	133	257

In addition, the T/TA providers undertake special projects requested by ANA. Examples of T/TA provider special projects completed in 2010 include: production of the *Native American Veterans: Storytelling for Healing* DVD showing at the Smithsonian National Museum of the American Indian; emergency response assistance to the BP oil spill in Louisiana and a tsunami in American Samoa; and webinars for new grantee project directors.

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 ACF Office of Grants Management either to restrict future funding options or, if the project is not completed yet, provide intensive, on-site technical assistance on strategies to complete the project. ANA may also give the grantee a no-cost extension, which allows them additional time to complete the project, or, 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 using results.