
CONFEDERATED TRIBES OF THE CHEHALIS RESERVATION



Project Title:	Chehalis Language Program
Award Amount:	\$131,306
Type of Grant:	Language
Project Period:	Sept. 2009 - Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 5 elders involved
- 10 youth involved
- \$8,586 in resources leveraged
- 9 partnerships formed
- 1 language teacher trained
- 8 native language classes held
- 80 youth increased their ability to speak a native language
- 5 adults increased their ability to speak a native language
- 1 person achieved fluency in a native language

BACKGROUND

The Chehalis Tribe has offered beginner level language classes to tribal members for the past eight years; the classes are provided for members of all ages, including children enrolled in Head Start. The tribe's only remaining fluent elder speaker and the tribe's Language Program Director, who began this project as an advanced beginning level speaker, both teach these classes. The tribal community has been very supportive, with enrollment steadily rising from 28

students in 2006 to 45 in 2008. An average of three to four classes is held every week, with at least 12 people in attendance at each class.

Though many tribal members regularly attend classes, none had attained language fluency prior to this project. According to the language program staff, Chehalis language students who grow up speaking English find it very difficult to produce the complex sounds of the Chehalis language and to form structurally correct sentences.

PURPOSE AND OBJECTIVES

The purpose of this project was to preserve the Chehalis language through master-apprentice immersion sessions, pairing a fluent speaker (master) with two apprentices committed to learning the language of the tribe, and to use training gained through this process to enhance knowledge of the language in the broader community.

Three individuals collaborated to implement this project: the tribe's Language Program Director, who became an apprentice of the last fluent speaker and created Chehalis lesson plans; the Cultural Heritage Program Coordinator, who was to become an apprentice; and a fluent tribal elder, who taught the Chehalis language to the two

apprentices in a master-apprentice immersion setting.

Because the tribe's lone fluent speaker was in her late eighties, project staff deemed it important to spend as many hours with her as possible. Objective one was to increase the number of fluent speakers from one to three by the end of the project. To accomplish this, the Language Program Director and the Cultural Heritage Program Coordinator became language apprentices to the fluent elder. Unfortunately, due to a demanding work schedule, the Cultural Heritage Program Coordinator could not participate to the degree intended, and a community member stepped in to fill the role of apprentice. Moreover, due to health problems, the fluent elder was able to contribute only six hours per week instead of the 10 originally intended. Despite this abridged schedule, the Language Program Director and the community member significantly developed their ability to speak Chehalis.

The second objective was for 10 students to advance their Chehalis speaking level from beginning to the advanced-beginning level. Utilizing knowledge gained through master-apprentice sessions, the Language Program Director developed lesson plans for implementation in language classes with children. Because the director did not have a teaching certificate, however, attendance to these classes could not be required by Washington state law and was therefore low. The Language Program Director did manage to teach the Chehalis language to children in the tribe's Head Start program four times a week. Moreover, he formed a partnership with the tribe's after-school program, so language classes could be held for interested children. Through these efforts, five children attended regular classes, and five increased their fluency level from beginning to advanced-beginning.

OUTCOMES AND COMMUNITY IMPACT

While the project goal of increasing the number of fluent speakers to three was not met, the state of Chehalis language preservation has improved with the addition of one fluent speaker and one nearly fluent speaker. The five participating students demonstrated increased enthusiasm, interest, and commitment, all of which bode well for the future of the language.

According to Dan Penn, the Chehalis Tribe Language Program Director, the project has served its purpose in helping to increase the likelihood of preserving the language. The community now has two young individuals that can speak the Chehalis language, both of whom are committed to teaching the next generation. Inroads have been made with the Head Start program, and the youth exposed to the Chehalis language through this project are taking a greater interest in learning the language. The tribal government has acknowledged the success of the project by committing funding for a teaching position for next year.

CONFEDERATED TRIBES OF THE CHEHALIS RESERVATION



Project Title:	Chehalis Language Canoe Program
Award Amount:	\$214,552
Type of Grant:	Language
Project Period:	Sept. 2007 – Jan. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 7 elders involved
- 143 youth involved
- \$15,000 in resources leveraged
- 3 individuals trained
- 14 partnerships formed
- 3 language teachers trained
- 96 native language classes held
- 143 youth increased their ability to speak a native language
- 31 adults increased their ability to speak a native language

BACKGROUND

The Confederated Tribes of the Chehalis (Chehalis Indian Tribe) are located on a 4,215 acre reservation in rural southwestern Washington, 29 miles south of Olympia. There are 661 people on the reservation, including 439 enrolled tribal members. Though the tribe's total enrollment is 728 people, there is only one remaining Chehalis first language speaker, a woman in her late eighties. In addition to the language, tribal leaders have identified many other traditional skills in danger of being lost.

One of these is the carving of traditional shovel-nosed canoes; few remaining elders possess the knowledge to make the canoes.

PURPOSE AND OBJECTIVES

The purpose of the project was to bring the shovel-nose canoe back to the Chehalis Reservation through language-centered activities.

The project's first objective was to collect information on traditional vocabulary used during canoe and paddle carving activities, and plan and develop language learning activities to ensure students gained greater fluency to communicate at home and in the community. This objective, however, was beset with challenges in the first quarter, as regional floods hit the reservation and the tribe's single fluent elder was hospitalized for an injury. These events forced the project director to cancel classes for several months and limited the extent to which the project could prepare materials and lessons. The project director adapted to this by visiting the injured elder and developing seven lesson plans where she was recuperating. Late in the project's fourth month, however, the project director took another job outside the Chehalis language program, and all of the students - including all students at an intermediate level and

above - left the program. The tribe could not find a new director until three months later, and by the end of the two-year project, none of the higher level students had returned.

Despite these difficulties, the new project director began a recruitment process, using door-to-door solicitation, mailings, and emails, to bring new students, including youth and Head Start students, into the program. Though only a high-beginning level Chehalis language speaker, the director worked with the expert elder to develop curriculum and materials, put together lesson plans, and re-start language classes. By the end of the project, he had created 10 distinct language poster boards, including a Chehalis alphabet poster; developed 13 new lessons related to traditional carving and canoeing, held 96 classes with eight to 10 students per class, and made efforts to re-assess the language needs of the community. He developed new skills in language instruction and project management, attending forums and language acquisition trainings with local partners and renowned national organizations, bringing effective new teaching methodologies to the Chehalis language program.

The project's second objective, to be completed by month 12 of the project, was to implement activities in which students and elders carved miniature shovel-nose canoes and full-size paddles, using Chehalis as the primary means of communication. Because the fluency level of the participants was insufficient for this type of immersion activity, project staff instead held back-to-back language and carving classes twice a week for an hour each, encouraging students to use language learned in each language class during the following carving class. Though language use during carving sessions was lower than hoped for, the

students progressed well with the carving activities, producing 10 miniature canoes and 10 ceremonial paddles during the project period. Due to the challenges faced in the project's early months, however, this objective was not completed until month 20 of the project, eight months behind schedule.

The third objective, to be completed by the 24th month of the project, was to make a large-model shovel-nose canoe, with participants speaking and hearing only Chehalis during carving activities, in order to promote and encourage Chehalis-only language use. Project staff and partners, however, including the tribe's natural resource department, were unable to find an appropriate old growth cedar log for the canoe until very late in the project, with less than two months remaining in the project period. To complete the project, the project team requested and received a no-cost extension, obtained the log, ensured appropriate blessings were made on the log, and began work on the canoe. By the end of the project period, they had completed most of the canoe.

OUTCOMES AND COMMUNITY IMPACT

Over a two-year period, project staff overcame challenges with health, natural disaster, turnover, and loss of project participants to revitalize the tribe's language program and enable a new cohort of tribal members to understand the importance of reviving the language and regaining lost traditions. Project participants began to use Chehalis language at home and in the community, and increased their knowledge of and skill at making traditional canoes. Though they did not complete the shovel-nose canoe by the end of the period, a cohort of project participants remains committed to the carving project, and the tribe continues to fund the process.

MAKAH INDIAN TRIBE



Project Title:	Qwiqwidicciat Fluency and Literacy Project
Award Amount:	\$282,676
Type of Grant:	Language Preservation
Project Period:	Sept. 2008 - Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 6 jobs created
- 8 Native American consultants hired
- 30 elders involved
- 245 youth involved
- \$180,811 in resources leveraged
- 3 individuals trained
- 7 partnerships formed
- 1 language teacher trained

BACKGROUND

The Makah Indian Tribe is a federally recognized tribe located on the Olympic Peninsula, at the northwestern tip of Washington State. The Makah Language Program was established in 1978 to combat the extreme language loss of the Makah Tribe. Currently, there are seven active speakers and eight passive speakers of the 1,200 tribal members that live in the Makah community.

Though the number of speakers has decreased, the community continues to desire revitalization of the language. All 100 of respondents in a 2008 survey supported the continuation of language instruction for elementary, middle, and high

school students. Moreover, 99 percent responded positively that a Makah dictionary would be useful in their household. The tribe and the community is dedicated and committed to the language preservation and revitalization endeavor.

PURPOSE AND OBJECTIVES

The project goals were to promote Makah spoken fluency and literacy via language classes for all ages, with literature and audio reinforcement for home use, and to increase intergenerational use of the Makah language.

The Makah Tribe developed a project that included three objectives. Objective one was to develop and test Makah language curricula for fourth and fifth grades. To accomplish this, project staff assembled fourth and fifth grade curricula based on exhibits housed in the local Makah Museum. This, according to project staff, allowed for a more interactive learning experience. The curricula included three unit reviews for use during winter, spring, and summer breaks, promoting language interaction between students and parents at home. Project staff began curriculum development by identifying units for inclusion in the curricular guide for each grade. Makah

elders reviewed all curricular items for vocabulary and cultural content. The health of some elders made it difficult for them to participate; however, a new group of younger elders took part in the project to supplement the limited time the older elders could participate. Student assessments were also developed to measure student progress, and as a means to measure the efficacy of the newly developed curriculum. Field testing the curricula was a challenge in that there were not enough state-certified teachers to teach all grade levels in the elementary school. Washington State law requires teacher certification in order to teach language in a classroom. The staff was able to rearrange the schedules of staff with certification to test the curricula successfully in each grade.

The second objective, included in both project years, was to begin the development of an elementary Makah dictionary. Project staff compiled vocabulary from existing curricula for kindergarten through third grade and included vocabulary from the newly-developed curricula for the fourth and fifth grades. Project staff alphabetized vocabulary for each grade level; a sentence was formulated and an image depicting the meaning of each word was included. To determine usability of the dictionary, the project staff implemented field testing within each classroom.

The third objective was to develop and test units for middle school Makah language curricula. In order for the middle school students to be prepared to deliver unique welcoming speeches to the 50 tribes that visited during the Tribal Journeys 2010 event, middle school students were to receive at least one semester of Makah language instruction. The project staff identified and developed units specific to the Tribal Journeys event. The shortage of state-certified teachers also created difficulty for objective three, resulting in less

instruction time with the middle school students. Instead of a semester-long course, middle school instruction was decreased to a 10-week session; as a result, the Tribal Council selected more experienced high school students to perform the welcoming speeches at the Tribal Journeys event. Project staff indicated that while the middle school students were not able to perform the speeches, they were encouraged to participate in the event, and most did with a sense of pride in their cultural heritage.

OUTCOMES AND COMMUNITY IMPACT

The development of curricula that allows learning the Makah language in an interactive way at the museum and through song and dance led to increased student interest in the Makah language. Project staff reported that the students expressed great interest in learning in order to share their knowledge of the Makah culture and language. Media materials allowed the students to practice Makah language and songs at home, which resulted in further improvement, allowing the students to participate in the Salmon Homecoming, an annual event held for the people of the Pacific Northwest at the Seattle Aquarium. Sharing their language and culture at such a large event led the students to feel a great sense of pride.

As a result of this project, the Makah Tribe made significant headway in its efforts to preserve the language. The effort to preserve the language has become community wide. A new group of elders has pledged to continue contributing to the language preservation efforts, children throughout the community have an increased interest in learning the Makah language and culture, and students have gained an increased sense of pride in their cultural heritage.

SWINOMISH INDIAN TRIBAL COMMUNITY



Project Title:	Swinomish Climate Change Strategy Initiative
Award Amount:	\$319,633
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008-Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 5 jobs created
- 4 elders involved
- 3 youth involved
- \$28,720 in resources leveraged
- 8 individuals trained
- 5 partnerships formed

BACKGROUND

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 and environmental planners vowed to preserve, enhance, rehabilitate, and utilize the natural resources and amenities of the reservation; they also recognized an obligation to future generations in the comprehensive

management of natural resources and amenities of the reservation.

Accepted scientific data, regional reports, and localized events indicate that climate change presents perceived but undefined threats to the social, cultural, and economic viability of the Swinomish Indian Tribal Community. The geographic characteristics and coastal location of the reservation are such that community assets, vital infrastructure, natural resources, sensitive cultural areas, limited low-lying economic development areas, and community health are at risk from potentially wide-ranging and long-term impacts of climate change.

PURPOSE AND OBJECTIVES

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 based on the analysis of data collected by both the State of Washington and the tribe itself.

The project included three objectives over a two-year period. The first objective was to perform issue scoping, data analysis, and assessment of potential climate change

scenarios to establish risk and vulnerability parameters and prepare impact reports. To complete this objective, 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.

Objective two was to formulate a comprehensive planning and policy framework for preparedness response strategies and publish a strategy guidebook. 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. The advisory group also completed a preliminary assessment of potential action strategies and options, which allowed the project staff to assemble a guidebook that contained policy considerations and a strategy framework for adaptation options.

The third objective was to apply risk parameters within the preparedness strategy to identify and define specific mitigation and adaptation actions for the community, and to publish a community action plan. Project staff utilized the technical report and guidebook published in the first year of the project to compile, assemble, and publish a Climate Adaptation Action Plan approved by the Tribal Senate.

OUTCOMES AND COMMUNITY IMPACT

The project identified vulnerable tribal resources and created the necessary 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 to

the tribe, an increased effort to address these issues is currently underway.

Project staff stated that as a result of this project, tribal members are more aware of the direct impact that climate change could have on them culturally, socially, and economically. The partnerships formed with state and local governments furthered awareness of the potential effects of climate change on the community. Working relationships between the tribe and the City of LaConner, Skagit County, and non-native homeowners were strengthened through collaboration and with clear communication of project goals. Strengthening these relationships was paramount to future implementation of regulations on allotment and lease lands that are considered vulnerable to climate change.

Project staff reports that the project continues to generate significant interest within the community and the region, as well as among other entities and jurisdictions studying climate change adaptation issues. Though the project was highly complex and very technical in nature, project staff expressed optimism and hope that other tribes and interested groups will work together to replicate the project and make use of their efforts.

UNITED INDIANS OF ALL TRIBES FOUNDATION



Project Title:	Northwest Canoe Center
Award Amount:	\$187,402
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – June 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- \$272,400 in resources leveraged
- 17 partnerships formed

BACKGROUND

United Indians of All Tribes Foundation (UIATF) is a Seattle nonprofit organization founded in 1970. UIATF's mission is to foster and sustain a strong sense of identity, tradition, and well-being among Indian people in the Puget Sound area, promoting their cultural, economic, and social welfare.

In 2008, the City of Seattle and the Seattle Parks Foundation invested \$29.6 million in the redevelopment of the 12-acre Lake Union Park. Seizing upon the opportunity to utilize Lake Union Park's waterfront land, UIATF partnered with the Museum of History and Industry Center for Wooden Boats to propose building the Northwest Native Canoe Center (NNCC). Prior to the start of this project, UIATF obtained initial approvals for the NNCC from the Lake Union Park Policy Review Committee, Seattle Design Review Committee, and the

South Lake Union Friends and Neighbors Organization.

PURPOSE AND OBJECTIVES

The purpose of the project was to complete all planning documents and processes needed to prepare for construction of the NNCC. The project's first objective was to finalize pre-construction project requirements. The first activity under this objective was to negotiate and finalize the lease agreement for the land. Due to a lack of consensus on the lease terms, however, the lease was not secured within the original 12-month project timeframe. Therefore, the Project Director requested a nine-month no-cost extension in which to finalize the negotiations. After this period had passed, however, the lease agreement still was not finalized because major lease parties had not reached a consensus yet.

Unfortunately, most activities within the project's first two objectives hinged upon receipt of the lease and therefore were delayed as well. While waiting for the lease to be approved by the City of Seattle, the project team worked with an architectural firm to create final drafts of a master use plan and land use plan for the center. The team also worked on obtaining other

necessary permits, such as the shoreline variance permit and building permit.

The project's second objective was to finalize the NNCC business plan, also referred to as a comprehensive enterprise plan. While waiting for the lease agreement to be finalized, project staff developed as much of the plan as possible. They met with and developed major partnerships with the Center for Wooden Boats, FareStart Café, Seattle Parks and Recreation, Intertribal Canoe Journeys, and Lummi Ventures. The project team also partnered with a consultant to develop a comprehensive enterprise development plan for the NNCC.

The project's third objective was to gain community support for and involvement in the NNCC project. Project staff developed an outreach plan that included special consideration for reaching tribes with canoeing traditions and urban Indian communities in the greater Seattle metropolitan area. The team worked with a consultant to develop outreach materials, including a two-page overview of the NNCC. Project staff also sponsored community meetings to promote the NNCC project, soliciting feedback from local canoe skippers, members of seven tribes, elected officials, youth, and the wider community. These meetings helped inform the NNCC's cultural programming, the contents of the business plan, and the feasibility of the capital contribution campaign to occur once the lease was approved. UIATF also convened over 100 individuals to collaborate on the groundbreaking ceremony to occur once the lease is finalized, which will feature a traditional blessing and the gifting of a traditional dugout canoe to the Nisqually Tribe on behalf of UIATF.

OUTCOMES AND COMMUNITY IMPACT

Local native artists and consultants have been involved actively in the design of the NNCC. Many have increased their exposure and income, and project artists have received recognition for the importance of their work in cultural preservation.

The business plan created by the project team features a commercial kitchen and utilizes a social enterprise model called FareStart Café, which UIATF learned about from a Portland-based partner implementing the same model, the Naya Family Center. The commercial kitchen, the only one intended for Lake Union Park, promises to provide significant revenue for UIATF if the project team effectively implements the plan. Under the FareStart model, the UIATF team will provide training and job placement for youth and disadvantaged adults interested in culinary arts and catering. Once the kitchen is operational, UIATF staff intends to buy seafood from fishers at three local tribes.

The renovation of Lake Union Park was completed in 2010, and the Park officially was opened to the public on September 25, 2010. According to the Project Director, Lake Union Park stakeholders continue to support the involvement of the UIATF in the development of the NNCC, and are looking forward to having a place to highlight native culture in the area. The NNCC will emphasize the cultural significance of Northwest Native American canoe journeys, and broaden the native and non-native population's knowledge about Northwest Native American canoe culture. The Native American canoe families involved in the project are excited to be part of the design and implementation of the NNCC, and are proud to share their skills and cultural knowledge with Seattle's native and non-native communities.
