
ALASKA NATIVE HERITAGE CENTER



Project Title:	Dena'ina Qenaga Qunuhdulzex (The Dena'ina Language Is Coming Back)
Award Amount:	\$225,490
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 1 Native American consultant hired
- 15 elders involved
- 15 youth involved
- \$123,600 in resources leveraged
- 13 individuals trained
- 10 partnerships formed
- 15 youth increased their ability to speak a native language
- 15 adults increased their ability to speak a native language

BACKGROUND

Of the over 18,000 Athabascans, only 1,000 are Dena'ina Athabascans, and only 50 are fluent Dena'ina language speakers. Most of these speakers are older than 65 years old, residing in the Cook Inlet region, primarily in Anchorage, Nondalton, Kenai, Lime Village, Eklutna, Knik, and Tyonek. Staff from the Alaska Native Heritage Center (ANHC), located in Anchorage, has identified 80 people interested in learning the language, but many live in remote areas and do not have access to language classes.

Some of these individuals are on the verge of fluency, but are held back by the highly complex verb structure of the language.

PURPOSE AND OBJECTIVES

The purpose of the project was to preserve the Dena'ina language by establishing standards of Dena'ina written, oral, and teaching proficiency, expanding the existing curriculum, and facilitating greater access to Dena'ina language lessons. The project's first objective was to design an assessment tool reliably indicating a speaker's written and oral proficiency in the Dena'ina language, enabling instructors and learners to measure a student's true progress. To accomplish this, the project's language coordinator arranged for elder speakers to work with a consultant linguist to develop the tool. Next, the team matched the most logical Dena'ina language learning sequence with existing oral and written language assessment tools, primarily the American Council on the Teaching of Foreign Languages (ACTFL) assessment instrument. The resulting tool, which had oral, written, and reading components, provided methods for assessing verb tenses, aspects, declarative sentences, commands, questions, formulaic frames, and common vocabulary

words. The project team tested the tool, trained elders and members of target communities in its use, and then placed it online for web-based use.

The second objective was to develop a plan to expand the existing conversational Dena'ina language curriculum to a more advanced level that would include 50 verb-based language lessons, and to develop a prototype for audio-visually (AV) based lessons. To develop the plan, the ANHC team organized four 4-day Dena'ina Language Institutes (DLIs) during the first nine months of the project, all hosted by the Kenaitze Tribe in Kenai. The DLIs involved 10-15 elder language speakers, 10-15 younger language learners, and a few linguistic experts. The DLIs enabled the speakers, learners, and linguists to experiment with the language, testing to determine the best possible sequences for learning various Dena'ina structures, skills, and functions. In particular, the group analyzed verb structures, devising teaching strategies for 50 different verbs. In project year two, the project team developed a prototype for AV lessons, planning, recording, editing, and transcribing eight video lessons for "to be" and six lessons for "to see." These lessons were uploaded onto the YouTube web platform for easy access.

Objective three was to conduct a field test of audio-visual Dena'ina language lessons using advanced Internet technology to reach a target audience of Dena'ina speakers and language learners in Nondalton, Kenai, Lime Village, Eklutna, Knik, Tyonek, and Anchorage. Though the project team did not travel to each of the aforementioned villages, they were able to reach speakers from all of the villages at the Dena'ina Language Institutes. At each institute, the team conducted field tests assessing: 1) the ease of use for each lesson, 2) the user-friendliness of the web platforms selected, 3) the interest level generated by each

lesson, 4) the cultural appropriateness of examples and lesson resources, and 5) the gains made by students in language skills and knowledge. From this feedback, the team learned valuable information on how to enhance lessons to be produced in the future.

OUTCOMES AND COMMUNITY IMPACT

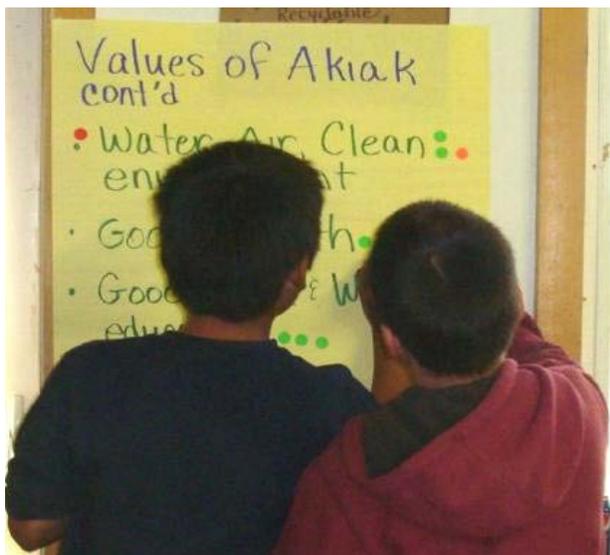
The ANHC project team set in motion a process by which the currently endangered Dena'ina language has an improved chance of thriving in the future. The team produced and tested an assessment tool enabling language learners to measure true progress and an effective, accessible audio visual prototype for a language curriculum that can be used in a classroom or as a web-based program. The curriculum can be implemented by any person with the desire to learn, speak, or teach the Dena'ina language. The electronic resources produced, including recordings and video footage of elders, storytellers, and current speakers, also serve as an invaluable archive of Dena'ina language and culture.

Just as importantly, a core group of Dena'ina elders and interested language learners from around the Cook Inlet area have formed a unified community of practice. Elders have provided new momentum, young learners have seized the chance to explore the language, and the larger Dena'ina community has begun to correspond and collaborate about the language through web-based platforms, social media, and other means. Potential Dena'ina language learners now have a more concentrated and accessible program, superior resources, and a greater sense of community optimism about the future of their language.

"We are getting a sense of what people want, and how they can best learn the language."

Jonathan Ross. President. ANHC

AKIAK NATIVE COMMUNITY



Project Title:	Comprehensive Strategic Community Plan Project
Award Amount:	\$120,151
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Dec. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 15 elders involved
- 10 youth involved
- 1 individual trained
- 8 partnerships formed

BACKGROUND

Akiak Native Community is a Yup'ik village located on the Kuskokwim River in western Alaska. The village covers two square miles on which approximately 300 community members reside. Traditionally a subsistence community based on hunting and fishing activities, the unemployment rate in Akiak is currently 55 percent.

PURPOSE AND OBJECTIVES

The project's purpose was to create a comprehensive community plan to guide the future development of Akiak Native Community.

The project's first objective was to establish an implementation team of local personnel and consultants to facilitate the development

of the comprehensive community plan. To complete the objective, the tribal administrator hired a project assistant and consultant firm to run the project's daily activities.

The project's second objective was to engage the community in the planning process through community meetings and workshops. To achieve this objective, the consultant team first made a presentation concerning the project's implementation plan to Akiak's Village Council. To incorporate the youth perspective, the consultants then held a workshop with 10 high school students to develop a vision statement and discuss the issues and needs of Akiak. In collaboration with the consultant team, the students created a ranking list of the top five needs of their community: 1) Put trash cans everywhere; 2) Better roads; 3) More housing; 4) More job openings for youth; 5) Better playground.

The consultant team then organized a village-wide meeting, which attracted 87 community members. The meeting provided an opportunity for the Akiak

community to identify community values, which included subsistence activities, food preservation, respect for elders, love of families, and language preservation. Community members also identified issues of significance to the social and economic development of the village. These issues related to leadership, energy, economy, public facilities, culture, and land use. Attendees then ranked all the identified issues to generate a list of topics to be addressed in the comprehensive community plan. The following list represents the community's top 10 issues to be addressed by village leadership:

- 1) Construct a playground for youth
- 2) Construct duplex and triplex housing units for families
- 3) Put in street lights
- 4) Have drug and alcohol rehabilitation programs
- 5) Reduce high energy costs
- 6) Have sober leadership
- 7) Put Elders in leadership positions
- 8) Have parents involved in education and curfew enforcement
- 9) Develop arts and crafts business opportunities
- 10) Have elder and youth conferences

The project's third objective was to approve the comprehensive community plan. The project assistant conducted a door-to-door survey of all 82 households to gauge community members' satisfaction with the planning process. The consultant team then held a planning meeting with the Akiak Village Council to assess the village infrastructure, prepare a community map, and discuss the results of the community prioritization activities. Lastly, the consultant team finalized the Akiak Comprehensive Community Plan, which provided a summary of the community's goals, priorities, and values, and presented strategies for coordinating and monitoring

efforts to achieve the community's priorities. Akiak Village Council approved the plan prior to the conclusion of the project period.

OUTCOMES AND COMMUNITY IMPACT

For the Akiak community, participation in the project's planning initiative fostered an environment of empowerment. Community members, including numerous youth and elders, actively participated in the community needs assessment and goal setting through participatory planning techniques. The Akiak community provided focus and direction for the future development of their village.

The completion and approval of Akiak's comprehensive community plan indicates that village leadership now is working together to meet the community's stated needs and achieve the village's goal of self-sufficiency. All future projects and grant proposals will orient their goals to abide by the directives provided in the plan.

ALASKA NATIVE TRIBAL HEALTH CONSORTIUM



Project Title:	Alaska Rural Utility Cooperative
Award Amount:	\$1,354,491
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2007 – Sept. 2010
Grantee Type:	Consortium

PROJECT SNAPSHOT

- 108 jobs created
- 231 elders involved
- \$3,973,655 in revenue generated
- \$970,530 in resources leveraged
- 85 individuals trained
- 43 partnerships formed

BACKGROUND

Though modern water and sewer systems are vital infrastructure components for protecting human health and enabling community development, many Alaska Native (AN) villages have difficulty providing safe drinking water and properly treating and discharging sewage waste for residents. Prior to this project, 34 percent of Alaska's 188 native villages, or 64 communities, were without running water or flush toilets.

Typically, these villages have difficulty sustainably maintaining water and sewer systems due to harsh climate, remoteness, low service populations, and limited cash economies, conditions which result in high system operator turnover, low water quality compliance, high rates of system loss, lack

of reliable infrastructure, and other technical problems. The cost of operating and maintaining a proper water and sewer system for an average-sized AN village is \$120,000 per year.

From 2002-2007, the Alaska Native Tribal Health Consortium (ANTHC), the nation's largest tribal health organization, partnered with the Yukon-Kuskokwim Health Corporation (YKHC) and nine Yukon-Kuskokwim Delta area Yupik villages to pilot the Rural Utility Cooperative (RUC) concept, using transparent, grassroots methods to successfully facilitate the creation of sustainable water and sewer systems in each of the nine communities.

PURPOSE AND OBJECTIVES

The purpose of the project was to develop an Alaska Rural Utilities Cooperative (ARUC), based on the YKHC pilot model, capable of facilitating the day-to-day operations of a statewide network of local water and sewer utilities, operating with community buy-in, billing programs implemented in member villages, and local operators becoming full-time ANTHC employees with benefits. The project's first objective was to introduce 60-90 villages to the ARUC model, evaluate 55-75 of the villages in depth, and select 25

for ARUC membership in three years. In year one of the project, the ANTHC ARUC team conducted a rapid in-house review of 33 villages served through other ANTHC public health programs; determined which 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 village that responded, ANTHC personnel traveled to the village, met with tribal leaders, conducted in-depth analysis of their facilities, explained the ARUC concept to local residents, received feedback, and answered their concerns. In year one, eight villages joined ARUC, including seven former YKHC RUC pilot villages. Repeating this process in years two and three, the team recruited 15 more villages, totaling 23 villages in three years.

Objective two was to sign memoranda of agreement (MOAs) with 15 villages wishing to join the ARUC, with MOAs defining the relationship and responsibilities of each party. In year one, ARUC personnel and ANTHC lawyers developed specific language and an appropriate format for a standardized MOA. Over three years, the ARUC team signed MOAs with each of the 23 villages joining the ARUC.

Objective three was to bring 25 villages to operational status within the ARUC, with each village receiving the benefits of membership, and to ensure that the ARUC became a self-sustaining entity. To achieve this, ANTHC required each new village to join the ARUC billing assistance program before becoming a full-fledged member. This enabled ANTHC managers to ascertain whether a village was financially ready to participate. According to project director John Nichols, “The assisted billing program was a vehicle for us to get to know them, and vice versa - to see how they collect money and to see if we can work with them.

It enabled us to meet with communities and discuss ARUC without financial strain or commitment.” Beyond the 23 new ARUC member villages, 34 villages had joined the billing assistance program by project’s end, with hopes of later joining the cooperative.

OUTCOMES AND COMMUNITY IMPACT

In 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 given standard operating procedures for system operation, maintenance, billing, time tracking, record keeping, and reporting. Utilizing new staff members, ARUC took over day-to-day operation of these village water and sewer systems, providing reliable water and sanitation service for 7,461 people in 1,988 households. 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.

The benefits of having functional sanitation and water systems are many; community leaders already have noticed improvements in public health. Over the long term, they expect to see lower infant mortality rates, less illness and death from infectious disease, and higher life expectancies in their villages. Additionally, several village councils are planning for new economic development opportunities, including hunting and fishing lodges, fish hatcheries, cultural and eco-tourism, oil contracts, and construction. “Member villages do not struggle with the confidence that their water is safe,” said John Nichols. “We test our water. This has an economic and emotional impact on people. They are confident that they’ll get clean, potable water, reliable service, and that any problems with their systems can and will be fixed.”

CENTRAL COUNCIL OF THE TLINGIT AND HAIDA INDIAN TRIBES



Project Title:	Southeast Alaska Native Environmental Training and Capacity Enhancement
Award Amount:	\$290,196
Type of Grant:	Environmental
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 2 jobs created
- 18 Native American consultants hired
- 6 elders involved
- 34 youth involved
- \$46,748 in resources leveraged
- 92 individuals trained
- 12 partnerships formed

BACKGROUND

The Central Council of the Tlingit and Haida Indian Tribes of Alaska (CCTHITA) is the federally recognized governing body of the 21 Tlingit and Haida villages and communities within southeast Alaska. Currently, the Central Council operates over 50 programs providing direct services to 25,000 enrolled community members in areas such as employment, training, social services, economic development, housing, education, youth and elder services, and substance abuse.

PURPOSE AND OBJECTIVES

The project's purpose was to plan and implement an environmental training program to improve the Tlingit and Haida

communities' ability to manage their natural resources.

The project's first objective was to plan and coordinate a series of environmental regulatory and capacity enhancement trainings for constituent communities. To complete the objective, project staff collaborated with the Alaska Forum for the Environment to develop a survey to identify their constituent villages' most urgent training needs. From the 100 percent constituent response rate, staff developed a comprehensive series and schedule of workshop topics. Staff chose workshop trainers and presenters through a competitive bid process.

The project's second objective was to present the training series, with a minimum of 20 participants from southeast Alaska tribal environmental programs. During the project timeframe, project staff held six trainings. A total of 92 individuals from 13 constituent villages participated in the trainings, which included workshops on geographical information systems (GIS) mapping, the National Environmental Policy Act, and quality assurance planning. Staff also staged the Southeastern Alaska Conference, a tribal leaders' summit, and

held an environmental culture camp, which was attended by 34 youth. To conclude the training series, staff presented a strategic planning workshop to constituent villages to collaborate on plans to maintain and utilize the knowledge and skills gained from the previous trainings.

OUTCOMES AND COMMUNITY IMPACT

The 13 participant villages have gained knowledge and confidence in assessing, addressing, and managing community environmental programs. Participation in the training series also provided the necessary knowledge and skills for the constituent villages to become active players and partners with outside organizations interested in the environmental development of the southeast Alaska region. In particular, the National Environmental Policy Act workshop educated participants on the need to conduct environmental assessments prior to any state-planned infrastructure development projects. Furthermore, the villages received training on how to become active partners in state wildlife assessments by providing tribal knowledge to assist the state in making any changes to laws concerning natural resources.

Project activities also provided participants and the CCTHITA an opportunity to network with each other to learn about programs, processes, and challenges with local environmental issues.

To sustain the project's momentum, staff will continue to provide environmental services and training to constituent villages.

Indeed, CCTHITA staff already has secured an Environmental Protection Agency grant to educate the Tlingit and Haida communities on assessing Brownfield sites.

CHILKAT INDIAN VILLAGE



Project Title:	Business Development for the Jilkaat Kwaan Cultural Heritage Center's "Likoodzi Kaayuwutee"
Award Amount:	\$254,963
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 2 jobs created
- 1 business created
- 8 elders involved
- 10 youth involved
- \$32,411 in resources leveraged
- 25 individuals trained
- 13 partnerships formed

BACKGROUND

The Chilkat Indian Village (CIV) is a 229-member federally recognized tribe with a 2,000 acre land base in Klukwan, on the banks of the Chilkat River in Southeast Alaska. In 2002, the CIV developed a strategic plan to address the tribe's two primary areas of need, cultural preservation and economic development. The plan called for the building and development of a three-phase Jilkaat Kwaan Cultural Heritage Center (JKCHC).

In phase one, finished in 2007, the tribe built a "Traditional Knowledge Camp," with an adzing shed, drying shed, smokehouse, and long house, providing visitors hands-on

opportunities to learn about the culture and lifestyle of the Chilkat people. The Knowledge Camp featured carving, hide tanning, weaving, and fish and moose harvesting, preparation, and processing.

The second component of the Cultural Heritage complex is the "Likoodzi Kaayuwuteen Hidi" (Generous Hospitality House), with a restaurant, commercial kitchen, classroom and crafts area, gallery, gift shop for native arts and products, restrooms, and showers. The tribe received funding to build the Hospitality House from the U.S. Department of Commerce's Economic Development Administration.

PURPOSE AND OBJECTIVES

The purpose of the project was to build the capacity of the tribe to manage and operate the Hospitality House. The project's first objective was to provide 20 tribal members training in skills related to management, customer service, food service, and retail sales. To accomplish this, project staff worked with training consultants, local companies, University of Alaska faculty, and state tourism officials to arrange training for 15 tribal members. Members received

training in customer service, serving international visitors, serving customers with disabilities, culinary arts, business accounting software, commercial driver's license training, and fundraising. Project partners also provided mentoring in culinary arts, gift shop management, and restaurant services to these trainees, and to two youth summer interns. Ten additional tribal members, including project staff and the JKCHC Board, received training in business policy and procedure development, effective board leadership, business management, and improving corporate financial statements.

The second objective was to develop policies and procedures for the business operations of the Hospitality House. The project team hired a consulting company to draft a policy and procedures manual. The manual described employment policies, standards of conduct, compensation policies, group health benefits, time off benefits, and employee communications. All policies and procedures developed under this objective were approved by Tribal Council and by the Board of Jilkaat Kwaan Cultural Tour, LLC (JKCT), the for-profit company created by the CIV tribal council to oversee the venture. The consulting company that helped draft the manual then trained staff and managers on how to enforce the newly adopted policies.

Objective three was to train 15 tribal members to work with the marketing design team to implement a marketing campaign to ensure that visitation goals are met. The first step was to analyze data collected from visitors and tour operators in year one, discover what they found most interesting about the JKCHC, and evaluate the effectiveness of an already-existing marketing campaign. However, due to construction delays on the Hospitality House, there were no visitors in year one, and this activity was delayed until July 2010, near the end of year two. Despite this

delay, the project team created various new marketing tools, including a website, brochures, and rack cards, and involved the CIV community in creating a logo for the JKCT. The team also utilized the consulting company involved in objectives one and two to conduct marketing training, enabling 15 tribal members, including project staff members, tribal council members, the JKCT Board and tourism coordinator, community members, and local artists to gain knowledge and skills related to marketing the Heritage Center's products and services.

OUTCOMES AND COMMUNITY IMPACT

In the summer of 2010, the Hospitality House received its first visitors, who came with cruise line and tour companies from nearby Haines and Skagway. Though no regular, long-term contracts had been arranged with these companies by the end of the project, the project team was working hard to build these relationships. Visitors and tour operators provided highly positive feedback to the project team about the tour, facility, and marketing materials, with useful suggestions on possible improvements.

The JKCT is purchasing a boat and boat dock for the 2011 summer tourism season, and the project staff hopes the cultural tour can operate at full capacity in 2011, bringing two tour groups, up to 80 people per day, to the CIV. Fundraising is now underway for phase three of the JKCHC project, to build a museum to store art and artifacts currently held in private homes and clan houses. According to Andrew Williams, the CIV's Assistant Administrator, "People are beginning to get excited... the project has gotten people's creative juices flowing, and many are excited about working and living here again. There is even interest among tribal members living outside of Klukwan in coming back to the village. Kids, elders, and many others want to get involved... there's a greater sense of village pride!"

CHUGACHMIUT, INC.


Project Title:	Sugpiat Quliyangu'ait: People's Stories Project
Award Amount:	\$388,795
Type of Grant:	Language
Project Period:	Sept. 2008 – Sept. 2010
Grantee Type:	Tribal Consortium

PROJECT SNAPSHOT

- 2 jobs created
- 11 Native American consultants hired
- 50 elders involved
- \$14,986 in resources leveraged
- 14 individuals trained
- 14 partnerships formed

BACKGROUND

Chugachmiut, Inc. was organized as a nonprofit corporation in Anchorage in 1974 to offer a variety of health and social services to the region's Alutiiq people. Chugachmiut operates as a consortium for the seven Alutiiq villages within the Chugach region: Chenega Bay, Cordova, Nanwalek, Port Graham, Qutekcak Native Tribe, Tatitlek, and Valdez. The native population of the seven communities is approximately 2,000 people.

The Alutiiq people of the Chugach region have traditionally spoken Sugpiaq, also known as Sugcestun, a member of the Eskimo-Aleut language family. Within Chugachmiut's seven constituent communities, approximately 50 individuals

are considered to be fluent Sugpiaq speakers.

PURPOSE AND OBJECTIVES

The project's purpose was to preserve the Sugpiaq dialects for future generations through comprehensive documentation of stories collected from fluent elders.

The project's first objective was to document a minimum of 200 hours of the Lower Cook Inlet Peninsula and Prince William Sound Sugpiaq dialects. To complete the objective, project staff developed a language documentation handbook and trained community interviewers on the use of audio recorders and documenting oral history. Throughout project implementation, interviewers faced a number of challenges, as some fluent elders were reluctant to be recorded, some became ill, and some of the elder men refused to share traditionally male stories with female interviewers. Additionally, at the time the ANA project was awarded, the grantee also received a more remunerative Alaska Native Education grant, and therefore chose to focus staff resources away from ANA project activities. Overall, project staff and interviewers recorded 100 hours of Sugpiaq

language from participant elders, which was short of the planned 200 hours.

The project's second objective was to complete 800 hours of transcription and translation of the recordings collected by interviewers during the project's first objective.⁴ Project staff hired two fluent community members to complete the translations. As no accepted Sugpiaq orthography existed, translators selected the Port Graham orthography as the project standard. Due to the challenges described above, less than half of the 100 hours of recordings were transcribed and translated, or approximately 25 percent of the planned deliverable of 800 hours of transcription and translation of the recordings. Staff stored both electronic and hard copies of the completed translations at Chugachmiut's offices, and also distributed copies to the Alaska Native Language Center, Alaska Cultural Center, Pratt Institute, Valdez Cultural Center, and to their seven constituent communities.

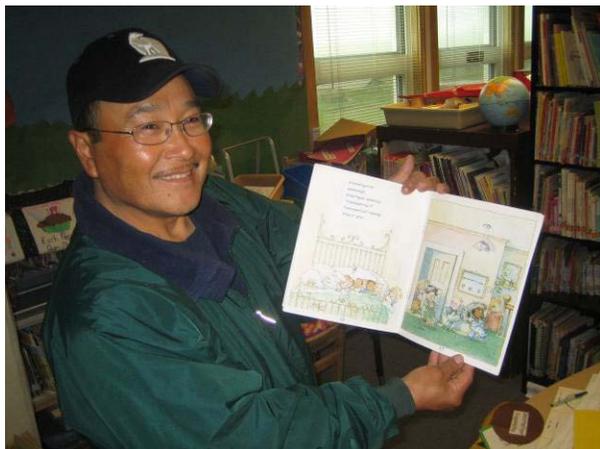
OUTCOMES AND COMMUNITY IMPACT

To the benefit of the Sugpiaq-speaking community, this project has produced 100 hours of high-quality recordings that have been preserved on long-term storage media. Project activities also generated 50 hours of Sugpiaq transcriptions and translations, which may be utilized for future language revitalization efforts. Furthermore, documentation within multiple Alutiiq communities ensures the preservation of the Sugpiaq language's dialects and subtle linguistic nuances. For the Alutiiq elders involved in project activities, this project has served to reinforce their traditional positions

as holders of knowledge and wisdom within the Alutiiq community. Finally, project activities raised community awareness of the need to preserve and revitalize the Sugpiaq language and the short timeframe available to do so.

Project staff recognized that while their efforts successfully preserved many hours of an endangered language, their planned targets were not achieved. Helen Morris, project director, shared, "Everything we have done has addressed the project need. However, we have not done enough and will still have to continue to address the need after this project ends. If the language is to survive, our efforts must continue.

⁴ The planned 800 hours of translations was based on the National Science Foundation's guidance that for every one hour of recording, four hours are needed to complete a full transcription and translation.

NUNIWARMIUT PICIRYARATA TAMARYALKUTI, INC.


Project Title:	Cup'ig Language Natural and Cultural History
Award Amount:	\$558,640
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2010
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 jobs created
- 10 elders involved
- 18 youth involved
- \$39,516 in resources leveraged
- 11 partnerships formed
- 1 language teacher trained

BACKGROUND

Nuniwarmiut Piciryarata Tamaryalkuti (NPT), Cup'ig for Nunivak Cultural Programs, began nonprofit operations in 1997. NPT is headquartered in the village of Mekoryuk, the only community on Nunivak Island off the western coast of Alaska. Mekoryuk counts a population of approximately 215 people.

The inhabitants of Nunivak Island have traditionally spoken Cup'ig, a language in the Aleut-Eskimo language family that is only spoken in Mekoryuk. In 2004, NPT developed and implemented a kindergarten through third grade Cup'ig immersion curriculum for the island's only school. In the timeframe between the introduction of language immersion classes in 2004 and the commencement of this project in 2007, the

Cup'ig fluency level among Mekoryuk citizens rose from 34 percent to 49 percent.

Staff developed the kindergarten through third grade immersion curriculum from two pre-existing resources. The first resource was a set of over 200 audio tapes produced by linguists who recorded fluent Cup'ig elders in Mekoryuk between 1975 and 1991. The second resource was the Nunivak Gazetteer, a 150-page, 12-chapter manuscript on Nunivak history, geography, and culture produced by the founders of NPT in 1994.

PURPOSE AND OBJECTIVES

The project's purpose was to draw upon existing cultural resources to develop and implement a fourth through twelfth grade Cup'ig language and cultural curriculum.

The project's first objective was to create, review, and implement a Cup'ig language curriculum for fourth through twelfth grades based on the Nunivak Gazetteer. To complete the objective, project staff developed each chapter of the Gazetteer into 12 stand-alone lessons. Each lesson has four activity sheets, which cover Nunivak geography, a traditional Cup'ig story, Cup'ig food, and Cup'ig arts and crafts. Staff also created oral and written assessment tests for

each lesson. To broaden and enrich the curriculum, staff also translated 45 children's books and pasted the Cup'ig translation over the original English text.

Due to the small number of people in the Mekoryuk community, there is only one school that operates four classrooms where students in grades kindergarten to three, four to six, seven to nine, and 10-12 learn together. Project staff planned for grades four to six to learn lessons one through four; grades seven to nine to learn lessons five through eight; and grades 10 to 12 to learn lessons nine through 12. The level of sophistication of each lesson increases as a student advances within a grade set. Within the project timeframe, NPT staff trained the fourth to sixth grade teachers and introduced lessons one through four into the weekly syllabus. Staff will initiate lessons five through eight in the 2010/11 school year and lessons nine through 12 in the 2011/12 school year. Teachers utilize the Cup'ig language curriculum during 50-minute daily immersion classes.

The project's second objective was to transcribe, translate, and edit 72 of the approximately 200 existing audio tapes produced with Nunivak elders from 1975-1991. Staff first assigned a priority code to all 200 tapes based on the quality and content of the tape. From these, staff transcribed and translated 103 audio tapes. Staff then reviewed and made final edits to 83 of the transcribed tapes, exceeding the planned project target. From these completed tapes, staff extracted 36 narratives and incorporated them into the Cup'ig language curriculum to add a multimedia component to each lesson.

OUTCOMES AND COMMUNITY IMPACT

For the Mekoryuk community of Nunivak Island, the completed Cup'ig curriculum provides an opportunity for kindergarten through third grade language learners to

maintain and continue to improve their Cup'ig language skills through the end of high school. To meet the identified needs of Mekoryuk's past and future generations, the curriculum contains multimedia components on Nunivak cultural history as well as traditional Cup'ig stories shared by the youth's ancestors.

For the classroom teachers in Mekoryuk, a complete set of Cup'ig language materials are now available for all grades. NPT staff has trained one teacher in the curriculum's use, and will continue to train teachers as the curriculum is introduced and implemented over the next two years.

NPT staff also enjoyed benefits from the implementation of project activities. The employees learned to write in Cup'ig, a unique learning experience as Cup'ig was traditionally an oral language. Additionally, rural Alaskan communities are beginning to approach NPT for advice and guidance on how to develop and adapt their own language revitalization techniques to achieve Mekoryuk's results in successfully preserving a unique language.

SLEETMUTE TRADITIONAL COUNCIL



Project Title:	Upgrade and Improve Tribal Governance Management and Administrative Systems
Award Amount:	\$111,761
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- 1 job created
- 3 elders involved
- 13 youth involved
- 20 individuals trained
- 8 partnerships formed

BACKGROUND

The Village of Sleetmute is a traditional Yup'ik village located on the Kuskokwim River in western Alaska. Approximately 100 individuals live in the village, with approximately 60 percent being unemployed and 58 percent living below the federal poverty line. Sleetmute's Village Council consists of five members who manage and oversee governance matters within the village.

PURPOSE AND OBJECTIVES

The project's purpose was to improve the management skills and capabilities of Village Council members, and to update the village's policy and procedures manual to

strengthen and organize key governance programs.

The project's first objective was to increase the aptitude and understanding of the Sleetmute Traditional Council in their growing roles and responsibilities in conducting and overseeing the overall business of the village. From its commencement, the project encountered a series of challenges that hindered potential outcomes and community impact. Frequent staff turnover limited the staff's ability to implement the objective as planned. The objective also planned to present community leadership workshops to local partner villages via teleconference, but project staff was unable to organize any training within the project timeframe. Staff did present a five-day youth workshop, which focused on substance abuse prevention and was attended by 16 youth, but this workshop was outside of the project's planned scope.

The project's second objective was to develop and implement policies and procedures to ensure proper and adequate administrative, financial, and management processes that comply with federal

requirements and give staff the tools to conduct the day-to-day operations of the Village Council. The Sleetmute Village staff prioritized the development of policy and procedures in financial management processes. Within the project timeframe, four members of Sleetmute Village staff received Quickbooks training, and updates were made to the tribe's financial procedures manual to reflect the new bookkeeping procedures. In collaboration with the Village Council, staff also adopted new policies to govern the tribe's procurement and housing procedures.

OUTCOMES AND COMMUNITY IMPACT

Prior to this project's implementation, staff did not possess the means or the capacity to manage the village's fiscal operations. Due to their training, staff now has a current and comprehensive view of the village's fiscal conditions, and can therefore better understand and oversee program budgets. Furthermore, updated policies and procedures are now available to guide all staff in relation to finances, procurement, and housing.

YAKUTAT TLINGIT TRIBE



Project Title:	Rekindling Our Yakutat Language
Award Amount:	\$600,000
Type of Grant:	Language
Project Period:	Sept. 2007 – Sept. 2010
Grantee Type:	Tribe

PROJECT SNAPSHOT

- . 2 jobs created
- . 4 Native American consultants hired
- . 9 elders involved
- . 114 youth involved
- . \$70,314 in resources leveraged
- . 4 partnerships formed
- . 16 language teachers trained
- . 5,005 native language classes held
- . 102 youth increased their ability to speak a native language
- . 40 adults increased their ability to speak a native language

BACKGROUND

The Yakutat Tlingit Tribe has 321 members and is located in southeast Alaska, 212 miles northwest of Juneau. The people of Yakutat have their own Lingít language dialect. Of the 10 fluent speakers alive today, only five are able to teach classes due to advanced age and health problems. In recent years, the tribe has developed a long-term preservation plan, conducted language classes, and implemented a teacher training program. The program resulted in 20 adult language

learners and nine youth advancing from novice to intermediate level, and six adult language students motivated to become apprentice teachers. Since 2005, the apprentice teachers have taught high school classes for 30 minutes a day and elementary classes for one hour per week, benefitting 13 high school students and 34 elementary students.

PURPOSE AND OBJECTIVES

The purpose of the project was to integrate Lingít classes into the Yakutat public school system, build the capacity of the tribe's Lingít language teachers, and develop electronic resources to be used by students and teachers. The project's first objective was to integrate the Lingít language program into the Yakutat public school system, and enroll at least 60 students and parents in eight Yakutat Lingít language classes. Of these language learners, project staff expected, 75 percent would advance three fluency levels in three years, as measured by Yakutat proficiency scores guidelines; and 75 percent of participants would attend at least 75 percent of classes offered. After working with school district administrators to establish classes for pre-school through high school students, project staff performed baseline evaluations on the fluency levels of

each student. During the project's three years, the project team, including nine part time language instructors and six apprentice instructors, taught nine multi-level classes for youth. Pre-school through second grade students received 15 minutes of class per day; students in grades 3-4, 30 minutes per day; and youth in grades 5-12, 50 minutes per day. Two adult groups also each received four classes per week during the first two years of the project. During the project period, instructors taught over 5,000 classes, with 102 youth and 40 adults improving their ability to speak the Lingít language, and over 90 percent of annual participants advancing at least one level per year. Peak participation for adults was in year one, with 35 participants, and for youth, in year three, with 84 participants. Project staff also hosted seasonal events for youth such as the Summer Immersion Camp and the annual Christmas play, with activities conducted in the Lingít language.

The second objective was to provide teacher training for Lingít language teachers, with at least 60 percent of teachers attending at least 75 percent of training workshops offered by the tribe. During the three years of the project, all 15 teachers and the project director participated in over 75 percent of workshops, which included: four Sealaska Heritage Institute workshops on curriculum development; 10 workshops by the project linguist consultant on language structure, linguistic roots of the language, and teaching methodologies; and quarterly Yakutat School District (YSD) in-service trainings on teaching approaches, lesson plan development, and other topics. As part of this objective, two staff members also completed YSD technology training on a software application for digital video editing.

The third objective was to create 12 video audio-biographies of elders, 20 language podcasts, and a recorded phrase repository

with 800 phrases to serve as electronic resources for students and teachers. Due to the heavy class burden of the teachers, most of the work developing these resources was carried out in the summer months. In three years, the team created eight elder videos and eight podcasts, but collected enough material for 12 videos and 25-30 podcasts. Moreover, they recorded 2,000 phrases onto CDs. These phrases were loaded into the personal I-Pods of youth language learners and into 20 program-owned I-Pods used by adults, so that they could practice listening and pronunciation outside of the classroom.

OUTCOMES AND COMMUNITY IMPACT

The Yakutat Language Program has shown that it has the capacity to help raise the fluency levels of adults and youth in the community, prepare teachers to effectively facilitate language acquisition, develop language materials incorporating the unique Yakutat dialect, and elicit a growing sense of community pride in the language. According to project director Rhoda Jensen, "Community members of all ages, including elders and the middle generation, are feeling more connected to our spoken language. Kids are learning about the language and culture, and are gaining a stronger sense of cultural pride. We even see non-native kids showing an interest in the language, and teachers and administrators here are also gaining an increased awareness of our language, history, and culture." Though an agreement had not been reached by the end of the project period, the tribe is working with the YSD to include Lingít instruction in the district's annual budget. All teaching materials produced by tribal language program staff are available for use by the YSD, and the team also is teaching Lingít to classroom teachers in the district. Finally, the tribe is working to begin an immersion school, so that elder teachers can concentrate on developing fluency for the most promising intermediate level students.

YUKON RIVER INTER-TRIBAL WATERSHED COUNCIL



Project Title: Energy Conservation, Education, and Alternatives Development in the Yukon River Watershed Project

Award Amount: \$676,280

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2007 – Sept. 2010

Grantee Type: Tribal Consortium

PROJECT SNAPSHOT

- 2 jobs created
- 15 elders involved
- 10 youth involved
- \$606,800 in resources leveraged
- 476 individuals trained
- 32 partnerships formed

BACKGROUND

The Yukon River Inter-Tribal Watershed Council (YRITWC) was founded in 1997 as a nonprofit coalition of tribes located within the Yukon River watershed. The watershed is home to 76 indigenous governments, of which 66 are signatories to YRITWC's governing Inter-Tribal Accord, which commits members to cooperate and consult with each other on matters affecting the watershed.

The remote nature of the region, combined with cold temperatures for much of the year and few roads, results in some of the highest energy prices in the nation. Many villages within the region have difficulties paying monthly fuel bills, and some communities

have chosen to cut off electricity service for as much as 12 hours a day and ration fuel for personal vehicles. Prices for food and other commodities have risen due to increased transportation costs, necessitating an increase in the Village's use of gasoline-fueled vehicles to thrive in the subsistence economy. The situation has no immediate solutions, but has spawned the search for alternatives.

PURPOSE AND OBJECTIVES

The project's purpose was to install energy conservation measures, provide energy efficiency and conservation training to tribes, and initiate renewable energy programs to provide sustainable energy sources.

The project's first objective was to install 1,500 compact fluorescent bulbs and/or equivalent energy conservation measures in member villages, and to set up, analyze, and report on three renewable energy demonstration projects in participating tribal communities. Project staff distributed and installed fluorescent light bulbs throughout the Village of Galena. Staff discovered that the mercury in the fluorescent bulbs posed

an environmental problem for rural Alaskan communities that do not have the necessary waste management systems to deal with mercury disposal. Staff also found that the bulbs did not work in all kinds of lighting fixtures. Due to these findings, staff installed the bulbs wherever feasible and offered energy conservation workshops in lieu of widespread bulb distribution.

To complete the second portion of the objective, staff first installed a hydrokinetic turbine on the Yukon River in the Village of Ruby, the first of its kind in the United States. Staff encountered many challenges in operating the turbine, such as river debris clogging the turbine, the need for relocation to maximize water flow, power cable design, and limited availability of equipment. Additionally, the turbine's use is restricted to a five-to-six month window due to river freeze-up during winter. As a result of these challenges, the turbine has produced only about 50 kilowatt hours of energy, far less than anticipated.

For the second demonstration project, YRITWC partnered with Cold Climate Housing Research Center to install an experimental energy conservation home in Anaktuvuk Pass. The structure was built using aluminum studs with a soy-based waterproof insulation on the outside of the home. Staff also outfitted the house with a wind turbine and solar panel array. The home used an average of 300 gallons of fuel per project year, as opposed to the average Alaskan village home which uses 1,500 gallons of fuel per year. Additionally, due to shipping costs, a modest home in an Alaskan village can cost \$750,000 to construct, while this experimental home cost a total of \$150,000.

For the third demonstration project, staff installed a solar array at a home in the Village of Alatna. The array consisted of 14 solar panels and cost \$16,000. Over the

course of one year, the array produced 1,200 kilowatts of energy. From this total, project staff calculated that the payback period for the solar array will be about 12 years.

For the three projects, staff estimated that a total of 4,850 kilowatt hours of energy were saved due to energy conservation activities as opposed to the planned target of 7,000, and that 2,781 kilowatt hours of energy were generated from renewable energy demonstration projects as opposed to the planned target of 25,000.

The project's second objective was to conduct energy conservation and efficiency trainings for YRITWC staff and member communities, and to develop an energy section on the YRITWC website. Over the course of the three-year project, staff conducted 15 trainings for 476 individuals on such topics as energy efficiency and conservation, Alaska rural energy needs, solar panel installation, wind and solar thermal training, and hydrokinetic turbine operation. Staff also developed an energy section for their website that describes ongoing conservation projects and promotes training opportunities.

OUTCOMES AND COMMUNITY IMPACT

For the villages involved in the project, the demonstration projects made renewable energy alternatives a reality. The trainings built capacity within villages to implement alternative energy technology and increased overall desire to do so. By raising awareness of energy usage and providing practical solutions for energy conservation, YRITWC built a framework and foundation for future energy cost savings. To sustain project benefits, YRITWC will continue to work with member villages to develop and implement energy conservation plans. YRITWC also plans to continue to monitor all three energy conservation demonstration projects and work to increase energy outputs and cost savings.