

# FY 2016 Report to Congress on Outcome Evaluations of Administration for Native Americans Projects



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



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# EXECUTIVE SUMMARY

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## Historical Background

Persistent poverty continues throughout Native American communities. For example, the 2012 through 2016 U.S. Census data reflects that 35 percent of all American Indian/Alaska Native children lived below the poverty level.<sup>1</sup> The average poverty rate for individuals living on reservations in the United States is 24.9 percent, compared to the U.S. national rate of 15.1 percent.<sup>2</sup> In some parts of the United States, Native Americans' economic situation is worse due to significant demographic shifts. In particular, even though Native Americans are widely associated with rural areas, according to 2010 Census Bureau data, the majority of the American Indian and Alaska Native alone-or-in-combination population (78 percent) lived outside of American Indian and Alaska Native areas.<sup>3</sup> Regardless of where urban American Indians and Alaska Natives live, they have levels of impoverishment that rival some of the nation's poorest reservations. According to the 2007-2011 U.S. Census Bureau's American Community Survey, Denver, Phoenix, and San Antonio had Native American poverty rates of approximately 30 percent. During the survey period, Chicago, Oklahoma City, Houston, and New York had Native American poverty rates of approximately 25 percent.<sup>4</sup>

Formally established in 1974 through the Native American Programs Act (NAPA)<sup>5</sup>, the Administration for Native Americans (ANA) promotes self-determination for all Native Americans, including federally and state recognized Indian tribes, Alaskan villages, American Indian and Alaska Native non-profit organizations, Native Hawaiian organizations, and Native populations throughout the Pacific Basin (including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands).

ANA provides discretionary grant funding to eligible tribes and Native American organizations to support Native American communities to be healthy, culturally and linguistically vibrant, and economically self-sufficient. Many such grants address the causes and effects of poverty by focusing on individual and community development. Others support Native language preservation, restoration, and maintenance. Still others promote the protection of Native American communities' natural environments.

## Grants Portfolio

In 2016, ANA funded projects in four overarching funding categories during fiscal year (FY) 2016: Social and Economic Development programs; Native Language programs; Environmental Regulation Enhancement; and Research, Demonstration, and Pilot Projects. Due to an increase

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<sup>1</sup> ACS 5-year estimates, 2012-2016:

[https://factfinder.census.gov/bkmt/table/1.0/en/ACS/16\\_5YR/B17020C/0100000US](https://factfinder.census.gov/bkmt/table/1.0/en/ACS/16_5YR/B17020C/0100000US)

<sup>2</sup> ACS 5-year estimates, 2012-2016:

[https://factfinder.census.gov/bkmt/table/1.0/en/ACS/16\\_5YR/S1701/0100000US.25000](https://factfinder.census.gov/bkmt/table/1.0/en/ACS/16_5YR/S1701/0100000US.25000)

<sup>3</sup> Census Bureau. (2012, January) *The American Indian and Alaska Native Population: 2010*. Retrieved from

<https://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf>

<sup>4</sup> Census Bureau. (2013, February 20). *American Indian and Alaska Native Poverty Rate About 50 Percent in Rapid City, S.D., and About 30 Percent in Five Other Cities, Census Bureau Reports*. Retrieved from

<https://www.census.gov/newsroom/press-releases/2013/cb13-29.html>

<sup>5</sup> 42 U.S.C. 2991-2992d

in federal appropriations for FY 2016, ANA was able to introduce two new funding opportunities – the Native Language Community Coordination (NLCC) Demonstration Project and the Native Youth for Leadership, Empowerment, and Development (I-LEAD). Awards made under these announcements were issued as five-year cooperative agreements. This was the first time in its 40 year history that ANA used the cooperative agreement instrument instead of a grant because we wanted to work in greater partnership with the funded recipients.

The NLCC Demonstration Project is an initiative intended as a place-based demonstration to address gaps in community coordination across the Native language educational continuum. An essential aspect of this initiative is community capacity-building focused on the role and influence of Native language instruction. Projects funded under this initiative will help ensure high-quality Native language instruction from early childhood through college and/or career. This was ANA’s first funding opportunity to be authorized under Section 805 of NAPA for Research, Demonstration, and Pilot Projects.

The I-LEAD funding opportunity was developed in the spirit of the Generation Indigenous initiative, and supports local community projects that foster Native youth resiliency and empower Native youth across four broad domains: Native youth leading, connecting, learning, and working. Projects funded under this program demonstrate an emphasis on culture and promotion of the role of supportive adults, to form a framework for inter-related strategies that support capacity building, inter-generational engagement, and the empowerment and self-development of Native youth. I-LEAD projects must also establish a structure for Native youth to provide ongoing input into the implementation of the project as a means to address the goals of their peers and their community; thus fostering leadership and a connection to community amongst tomorrow’s leaders in Native American communities.

1. **Social and Economic Development program (SEDS):** 105 projects (62 percent of ANA’s funded projects). SEDS is comprised of five subareas:
  - i. Social and Economic Development (SEDS) program which funds social, economic, and tribal governance projects
  - ii. Social and Economic Development – Alaska (SEDS-AK) program which funds social, economic, and tribal governance projects in Alaska
  - iii. Sustainable Employment and Economic Development Strategies (SEEDS) initiative, a mandatory five-year funding cycle that focuses on employment and business development
  - iv. Native Asset Building Initiative (NABI), a special joint initiative with the Office of Community Services
  - v. Native Youth Initiative for Leadership, Empowerment, and Development supports community projects that foster Native youth resiliency
2. **Native Language program:** 51 projects (30 percent of ANA’s funded projects). Native Language program is comprised of two subareas:
  - i. Native Languages Preservation and Maintenance (P&M) projects
  - ii. Esther Martinez Native Immersion (EMI) projects
3. **Environmental Regulatory Enhancement program (ERE):** 9 projects (5 percent of ANA’s funded projects).

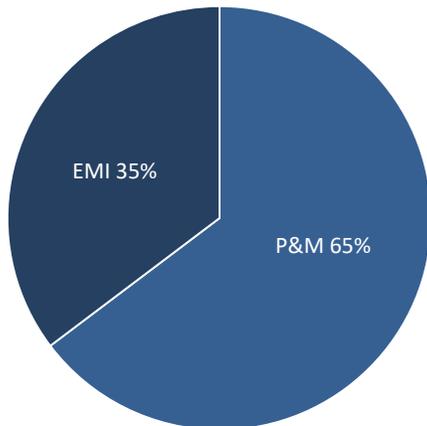
- 4. **Research, Demonstration, and Pilot Projects:** 5 projects (three percent of ANA’s funded projects)
  - i. Native Language Community Coordination Demonstration Projects

In FY 2016, ANA paneled and scored 338 applications, of which it awarded 63 new grants: a 19 percent award rate. The breakdown of these newly awarded projects is as follows:

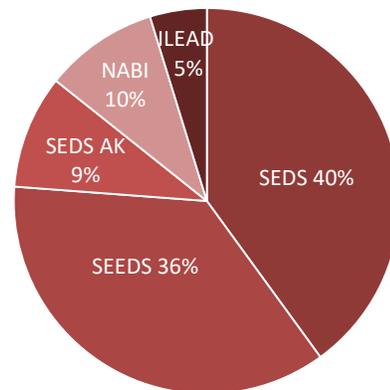
Program Area	Applications Received <sup>6</sup>	Applications Funded	Percent Funded (%)
SEDS	101	19	19
SEDS-AK	20	7	35
SEEDS	37	8	22
ILEAD	71	5	7
P&M	67	10	15
EMI	8	5	63
ERE	15	4	27
NLCC	19	5	26

### Distribution of FY 2016 ANA Funded Projects

Language Grants



Social and Economic Development Grants



<sup>6</sup> Applications received are those received by ANA and reviewed in the objective peer review process by a panel of their peers.

## ANA Evaluations of Funded Projects

NAPA requires ANA to provide, no less than every 3 years, “evaluation of projects . . . including evaluations that describe and measure the impact of such projects, their effectiveness in achieving stated goals, their impact on related programs, and their structure and mechanisms for delivery of services[.]”<sup>7</sup> The purposes of these evaluations are to:

- Assess the activities and outcomes of ANA funding in Native communities in accordance with NAPA and the Government Performance and Results Act of 1993;
- Record the successes and challenges of ANA grantees in order to improve the capacity of ANA grantees; and
- Produce relevant data on Native American community-driven projects that is useful to Native American leaders, planners, tribal government agencies, and Native American service providers.

To satisfy such requirements, ANA conducts end-of-project evaluations that address two main questions: (1) to what extent did the project meet its established objectives and (2) how does the grantee describe the impact of its project on those intended to benefit within its community? This report addresses these questions.

## Evaluation Methodology

From FY 2005 through FY 2015, ANA visited 670 projects across ten fiscal years, representing approximately one-third of ANA’s entire grant portfolio. Such project-end evaluations were conducted using an Office of Management and Budget approved data collection instrument (referred to as the ‘Outcome Assessment Survey Tool’) to guide structured interviews of grantee staff and project beneficiaries. These visits assess the grantee’s views on the effect of ANA project funding, collect information about grantee successes and challenges, and serve as a mechanism for ANA to increase collaboration with the Native Americans we serve by facilitating the sharing of grantee strategies and effective practices with Native American peers and the general public. Usually lasting one full day, on-site interviews generate quantitative and qualitative project data that ANA uses in a variety of ways, such as project planning and development training, internal ANA outreach and coordination with other funding agencies, and ANA data analysis to ensure continuous project improvement.

Starting in FY 2016, ANA revised its Impact Tool to focus on qualitative data collection and created a new quantitative data collection form, the Annual Data Report (ADR)<sup>8</sup>, which grantees submit at the end of each project year. The revised Outcome Assessment Survey Tool allows for more time spent onsite interviewing beneficiaries to understand the grant’s activities and outcomes and explore best practices with project staff. The ADR allows ANA to collect quantitative data from all grantees, even those that are not visited, to monitor their progress in achieving their goals. These data collection efforts allow ANA to fully implement the statutory requirement that ANA establish standards for evaluation of “project effectiveness in achieving

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<sup>7</sup> 42 U.S.C. 2992

<sup>8</sup> <https://www.acf.hhs.gov/ana/ana/resource/ana/resource/post-award-manual>

the objectives” of NAPA and that such standards “be considered in deciding whether to renew or supplement financial assistance authorized” under the law.<sup>9</sup>

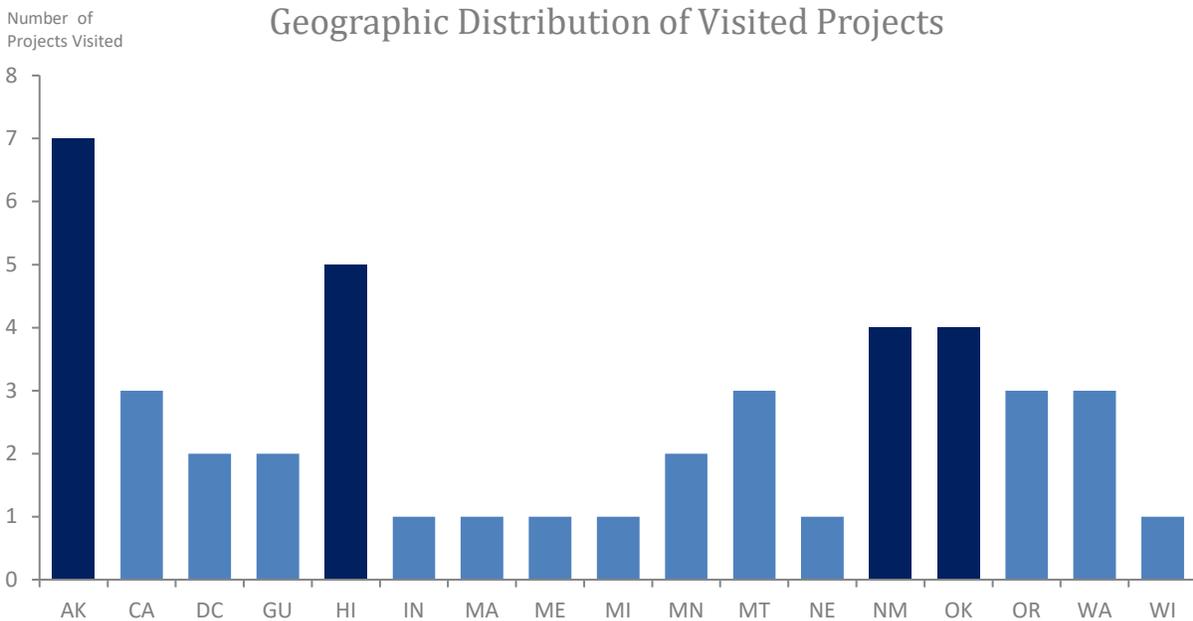
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<sup>9</sup> Section 811 of NAPA. 42 U.S.C. 2992 (b).

# 2016 KEY FINDINGS

## ANA Project Snapshot

This report includes data from 44 projects in 15 states, Washington, DC, and the Territory of Guam. For each project, ANA staff conducted an in-person site-visit during which the Impact Tool was completed.



## Effectiveness and Impact Ratings

ANA assigns two ratings to all visited projects to assess effectiveness and impact; both are based on a 4-category rating. Ratings are assigned by the on-site evaluator after completion of the visit and final reports are submitted.

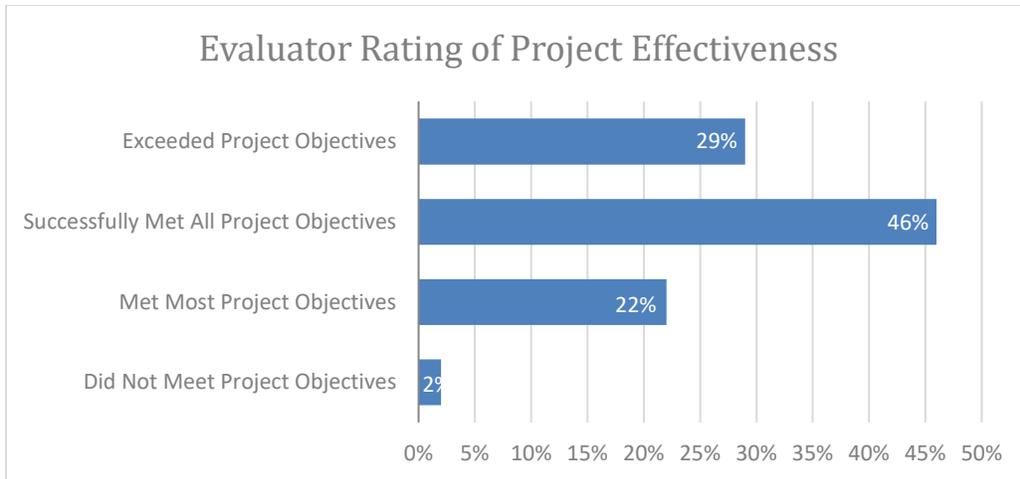
### Effectiveness

The effectiveness rating refers to the extent to which a project’s objectives were completed. This scale assigns values as follows:

1. Did Not Meet = 50 percent or less completion of objectives
2. Met Most = 51-89 percent completion of objectives
3. Successfully Met = 90-100 percent completion of objectives
4. Exceeded = greater than 100 percent completion of objectives<sup>10</sup>

Seventy-five percent of projects met or exceeded all project specific objectives. The FY 2016 data set contains 31 projects that met at least one of their objectives.

<sup>10</sup> Some projects are able to accomplish more than they had stated they would in their original application.

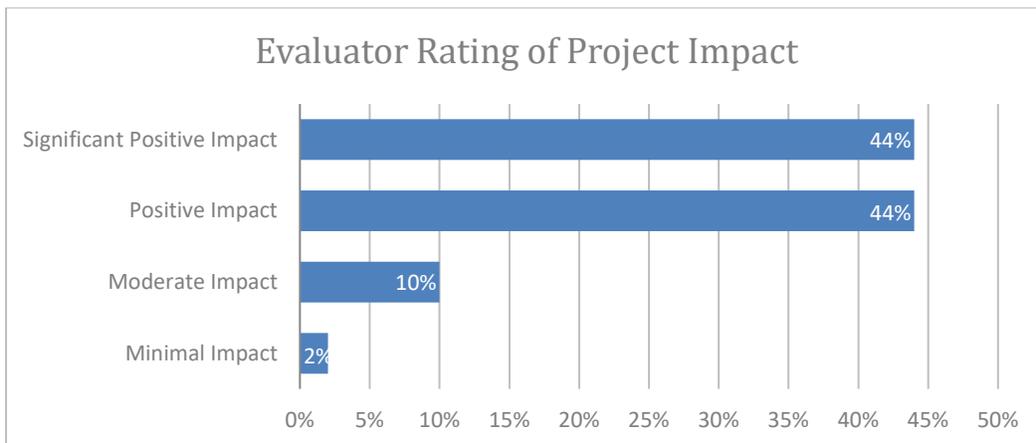


**Impact**

When assigning impact ratings, evaluators consider a number of dimensions to measure the depth of change the project had on the community. These variables include the benefit to individuals, types of changes that occurred in the community, any perceived negative effects, and positive externalities. The FY 2016 data set reflects a total of 88 percent of projects that had a significantly positive or positive impact. Eighty-eight percent reported that the project led to positive outcomes in their communities. This is compared to 10 percent of projects that were found to have a moderate or minimal positive impact and only 2 percent that did not meet their established objectives.

The impact rating scale is as follows<sup>11</sup>:

1. Minimal impact
2. Moderate impact
3. Positive impact
4. Significant positive impact



<sup>11</sup> Although in current evaluation practices ‘Significantly Positive Impact’ category is associated with a particular statistical meaning; ANA had used this as a scale in its 2016 OMB approved information collection.

## Infrastructure

ANA's portfolio of projects is broad. Moreover, projects are unique because they are designed by local communities to serve community goals. A common theme is the development and support of soft-infrastructures in Native communities. Soft-infrastructure is the economic and social environment that facilitates growth and self-determination of communities. ANA targets the systems and institutions necessary for growth by, for example:

- Improving communication to facilitate partnerships;
- Improving service capacity building through professional training;
- Strengthening the role of governance structures;
- Developing sustainable sources of financing; creating jobs and new industries;
- Improving cultural identity through language curriculum development and traditional arts and history education; and
- Creating access to health and education services.

Within the cohort of 2016 ending grantees there were 17 that supported economic infrastructure through job creation, job placement, and organization development. These projects achieved the following:

- 40 veteran-owned businesses created;
- 16 woman-owned businesses created; and
- 18 Native American businesses supported.

## Organizational Capacity

There are many potential indicators of strengthened organizational capacity. ANA has identified the following as particularly relevant: community partnerships formed, number of volunteers recruited, number of trainings directed at community members, and participation rates in ANA's post-award trainings.

### *Community Partnerships*

ANA believes that long-term capacity for sustaining project benefits is enhanced when a project has strong community partnerships. The most common contribution by community partnerships were providing technical assistance, financial assistance, and training to projects. The FY 2016 data revealed that 122 partnerships were formed across the 44 ending projects.

### *Volunteers*

The number of volunteers attracted to a project is another indicator of organizational capacity. Seventy-six percent of the projects reviewed as part of the FY 2016 data set reported utilizing volunteers. A total of 10,142 total volunteer hours were leveraged by 22 projects. While the contributions made by volunteers varies by project, ANA believes the time, energy, and resources that the volunteers bring are critically important to a project's and a grantee's organizational capacity in the short- and long-term. This is particularly true when volunteers can increase the Native American community stake in sustaining project successes.

## ***Training***

One of the key presumptions underlying ANA project grants is they are more likely to be successful if they create opportunities for community members to gain practical skills and knowledge that can be employed when addressing community problems. Examples of some trainings include teacher professional development, marketing, financial skills, and governmental procedures. Seventy-five percent of ANA-funded projects reviewed included a training component. Across these projects, 1,581 individuals completed training provided under the project for a total of 10,850 training hours.

## ***ANA Post Award Training***

All newly awarded projects are required to send two individuals working directly on the project to attend an annual Post Award Grantee Meeting. Post-award training is designed to provide newly awarded ANA grantees with information on how to effectively administer, manage, track and report their federally funded projects. These trainings help minimize the errors and confusion surrounding reporting requirements and allow project staff to focus resources on grants management. Of the cohort of 2017 ending projects, all but three sent staff to this training.

# ANA SEDS ECONOMIC DEVELOPMENT

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The purpose of the SEDS program is to promote economic and social self-sufficiency for American Indians, Alaska Natives, Native Hawaiians, and Native American Pacific Islanders from American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands.

The SEDS program supports the principle that social and economic development are inter-related and essential for the development of thriving Native communities. SEDS grants are community-driven projects designed to grow local economies, increase the capacity of tribal governments, strengthen families, preserve Native cultures, and increase self-sufficiency and community well-being. Funded SEDS projects have specific, measurable, achievable, relevant, and time-bound outcomes aimed towards achieving long-range community goals. Within the SEDS program area, ANA funds Economic Development projects, Social Development projects, and, starting in 2016, Native Youth I-LEAD projects.

The 2016 data set includes six SEDS projects, five SEEDS projects, and three NABI projects across the states of Alaska, Maine, Michigan, Minnesota, Montana, New Mexico, Oklahoma, Oregon, South Dakota, Washington, and Guam. The project period for all of the SEDS and SEEDS projects was three years, and the project duration for the NABI projects was five years. These projects addressed:

- Career Pathways [Hawaiian Alliance for Community Based Economic Development (HACBED)]
- Economic Trade/Development [Kaw Nation, Indian Township, HACBED, Native American Development Corporation, the Oregon Native American Business Entrepreneurs Network (ONABEN), Santa Ana Pueblo, and Fairbanks Native Association (FNA)]
- Infrastructure (Southeast Alaska Regional Health Consortium, Wainwright Traditional Council, and Zia Pueblo)
- Job Training (FNA, Confederated Salish and Kootenai Tribes, Lakota Funds, Hannahville Indian Community, Native American Finance Officers Association, and Elim Pacific Ministries)
- Subsistence Development (Zia Pueblo)

Combined, the 14 Economic Development projects produced:

- 48 new or sustained partnerships
- 4,000 volunteer hours attracted to the projects with 21 volunteers
- Involvement of 46 Native American elders
- Involvement of 10 Native American youth

In addition, the following are some of what Economic Development grantees reported in response to questions about what they would have done differently to improve project outcomes:

- “We would probably not do as many surveys throughout the course of the grant. We had all the pertinent information in year one.”
- “We would have looked at a more conservative implementation phase.”
- “We had some very ambitious goals with such a difficult target population. The many psychological problems borne by individuals with disabilities who have not been used to working, or who have never developed consistent soft skills such as: Dependability, Reliability, Productivity and Sobriety add to the complexity of the supportive services required.”
- “We felt we could depend on group-oriented training, but our target population needed more individualized approaches toward setting goals and moving forward.”

Many of these quotes indicate that the communities we serve have large adverse community conditions that would benefit from more funding and longer project periods. Some of ANA’s projects could also benefit from more planning in the initial stages of their project. ANA’s on-site visits were crucial to capture this valuable information.

# ANA SEDS SOCIAL DEVELOPMENT

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SEDS – Social Development projects develop and implement culturally appropriate strategies to meet the social service needs of Native Americans. Examples include projects that focus on early childhood development, community health, arts and culture, strengthening families, youth development, cultural preservation, and nutrition.

The 2016 data set includes 10 SEDS – Social Development projects across the states of Alaska, California, District of Columbia, Guam, Hawaii, Massachusetts, Michigan, Minnesota, and Oregon. The project period durations of these SEDS – Social Development projects were 3 years (8 projects) and 2 years (3 projects). These SEDS – Social Development projects addressed:

- Education/Early Childhood Development [Consortium for Hawaiian Ecological Engineering (CHEE), and Hoopa Valley Tribal Council]
- Arts/Culture (Aha Kane, Confederated Tribes of Grand Ronde, Hannahville Indian Community)
- Youth Development (Hannahville Indian Communities, Aka Kane, CHEE, Minnesota Indian Women’s Resource Center, Native American Finance Officers Association, National Congress of American Indians)
- Organizational Development (Mashpee Wampanoag Tribe)
- Strengthening Families (Aha Kane, and Elim Pacific Ministries)
- Health/Nutrition/Fitness (Aha Kane, Hannahville Indian Community, Elim Pacific Ministries, and Southeast Alaska Regional Health Consortium)
- Governance (Wainwright Traditional Council)

Combined, the SEDS-Social Development projects led to:

- 381 individuals completing a training;
- 12,507 volunteer hours attracted to the projects;
- Involvement of 2 Native American elders;
- Involvement of 1 Native American youth; and
- 75 new or sustained partnerships

# ANA ENVIRONMENTAL REGULATORY ENHANCEMENT

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The purpose of the Environmental Regulatory Enhancement (ERE) program is to provide funding for the costs of planning, developing, and implementing programs designed to improve the capability of tribal governing bodies to regulate environmental quality pursuant to federal and tribal environmental laws. ERE grants support tribal cultural preservation and natural resource management priorities in order to achieve environmentally healthy, sustainable Native American and Alaska Native communities.

ANA's ERE grants provide tribes with resources to develop legal, technical, and organizational capacities for protecting their natural environments. Applicants are required to describe a land base or other resources, such as a river or body of water, over which they exercise jurisdiction as part of their funding application. ERE grantees face a range of challenges, including "checker-boarded" reservations, obtaining data from partnering agencies, and working with other tribes and local organizations on resource management.

The 2016 data set includes two three-year ERE projects in Alaska and Washington. These ERE projects addressed environmental assessment and capacity building:

- Environmental Assessment – Alaska: Yukon River Intertribal Watershed Council
- Capacity Building – Washington: Lower Elwha Tribe Community Council

Combined, the ERE projects produced:

- 7 new or sustained partnerships;
- 2 individuals completed a training;
- 1350 volunteer hours attracted to the projects with 45 volunteers;
- Involvement of 1 Native American elder; and
- Involvement of 90 Native American youth.

# ANA NATIVE LANGUAGES

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ANA provides funding to assess, plan, develop and implement projects to ensure the survival and continuing vitality of Native languages. Preserving and revitalizing indigenous languages is vital to the sovereignty, strength, and identity of Native American tribes and villages.

ANA funds two distinct types of Native Language grants: Native American Language Preservation and Maintenance (P&M) and Esther Martinez Immersion.

## Native American Language Preservation and Maintenance

P&M funding provides opportunities to assess, plan, develop, and implement projects to ensure the survival and continuing vitality of Native languages.

The 2016 data set includes 15 P&M projects across Guam and the states of Alaska, California, Hawaii, Indiana, Minnesota, Nebraska, New Mexico, Oklahoma, and Wisconsin. The project period duration for these P&M projects was three years (13 projects) and two years (2 projects). These projects addressed:

- Teacher training (Cheyenne and Arapaho Tribe of Oklahoma, Le Fetuao Samoan Language Center, and Port Graham Village Council)
- Language Assessment (Susanville Indian Rancheria)
- Curriculum Development (California Indian Museum and Cultural Center, University of Guam, and Cherokee Nation of Oklahoma)
- Language Instruction Materials (The Language Conservancy, and Indian Center, Inc.)
- Language Instruction (Red Cliff Band of Lake Superior Chippewa, Pueblo of Pojoaque, Santa Fe Indian School, Bdote Learning Center, Eyak Preservation Council, and Sealaska Heritage Institute)

## Esther Martinez Immersion

Congress passed the Esther Martinez Native American Languages Preservation Act in 2006, which amended NAPA to provide for the revitalization of Native American languages through language immersion.

The 2016 data set includes two EMI projects located in Oklahoma and Washington. The EMI projects had project durations of three years and addressed:

- Increasing the capacity of Native American Language Nests;
- Expansion of Native American Language Survival Schools; and
- Creation of culturally appropriate Native Language curriculum for infants and toddlers.

Combined, P&M and EMI projects resulted in:

- 83 Native language instructors received training;
- Development of 6 Native language surveys; and
- 93 youth achieved fluency in a Native language.

# CONCLUSION

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ANA's financial assistance to Native American communities helps minimize the effects of systemic poverty; works to preserve, revitalize, and maintain Native American languages; and helps sustain natural environments in Native American communities through short-term and time-limited project funding. The impact of this funding has strengthened the organizational capacity of Native American tribes and organizations. This is supported by new partnerships and sustained through the contributions of community stakeholders towards project successes, and the amount of leveraged resources. While ANA has provided significant support to Native American communities for nearly four decades, communities continue to face significant challenges with limited resources and capabilities.

Among the purposes of ANA outcome evaluations are to record the successes and challenges of ANA grantees in order to improve their capacity and to produce relevant data on Native American community-driven projects that is useful to Native American communities. The following pages provide brief summary reports for each of the 44 projects evaluated and included in the 2016 data set, arranged by state. These summaries include a snapshot of data for each project, including full-time equivalent jobs created, elders and youth involved, partnerships formed, and resources leveraged, among other figures. Each summary provides background and an overview of the project goal and objectives, and describes the accomplishments and impact the grantee had in its community.



# Eyak Preservation Council

DaXunhyuuga': The Words of the People, Alaska

3 years, \$437,524

## Project Overview

The Eyak Preservation Council implemented a Native Language Preservation and Maintenance grant from 2013 to 2016 to develop Eyak language learning materials available online and to establish complementary on-site learning opportunities, such as Culture Camps, Language Immersion Workshops, and Language Circles.

Prior to the grant, the language was on the verge of complete extinction with only two remaining speakers and no learning materials for new learners. Eyak is a Na-Dene language that was historically spoken by the Eyak people, indigenous in the 300 miles of coastal rainforest from eastern Prince William Sound to Yakutat to the Copper River Delta region of south central Alaska. After the 2008 passing of Honorary Chief and last Native speaker of Eyak, Marie Smith Jones, Eyak was the first Alaska Native language to be coined "extinct."

Most of the Eyak people have scattered from their ancestral homeland and have few ties to each other as a distinct community with a shared language and culture. Therefore, making effective and engaging language learning materials available online and creating opportunities for Eyak people to want to return home were the focus of this project.

Once a plan was established for lesson structure and content, the project team began to involve Eyak volunteers to begin production of the learning materials and provide feedback. As lessons were loaded online at the DaXunhyuuga' eLearning Place, Eyak language learners also gave feedback to the project staff so they could make adjustments and work out technical challenges. Community involvement was a central tenet of the project from the beginning.

Project staff also led "Eyak Yak" Skype language lessons, which were additional opportunities for Eyak to come together virtually. Additionally, three



*Honorary Chief*

*k, Marie Smith*

## Key Findings

- 750 hours volunteered by community members
- 180 eLearning lessons developed
- 14 adults improved their fluency levels
- Average of 26 eLearning users per day

Language Immersion Workshops were held to bring community members together physically.

The Eyak Preservation Council organized the first Eyak Culture Camp in 2012, which has continued yearly and provided an opportunity to gather more extensive language materials for the project. Other activities at the Camps have included Culture Bearer activities, visiting historic village sites, and sharing traditional Native foods to infuse culture into language learning.

## Project Outcomes and Results

This year the Eyak Culture Camp has tripled in size by Eyak members in their traditional homeland of Cordova, Alaska. This reflects the interest and engagement of Eyaks in language revitalization and culture. With the coming together of the community and development of language learning materials and

attainment of low-intermediate proficiency, Eyaks now have hope that their culture will not only survive, but will thrive.

Direct involvement in this project by community members contributed to a sense of empowerment and has brought the community together on many levels. The joy on the faces of family when they hear the younger Eyaks speak the language is only part of what has added to a sense of positivity. Live language

learning, immersion events, culture camps and project participation in development have given Eyaks hope that the impossible can be achieved.

*“Students are volunteering to serve on the Advisory Council revealing a new sense of dedication, confidence and engagement about stepping up and being leaders in the Eyak preservation movement.” – Project Director*



# Fairbanks Native Association

## FNA Workforce Re-entry and Recovery Project, Alaska

3 years, \$906,914

### Project Overview

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In 2010 and 2011, Fairbanks Native Association (FNA) conducted focus groups with consumers enrolled in FNA's substance abuse treatment and recovery programs in order to ascertain how they perceived their self-sufficiency. These focus groups, combined with community and staff input, were the guiding forces behind developing a Workforce Re-Entry and Recovery Project (R&R) for Alaska Native/American Indian (AN/AI) consumers. This led to FNA's SEDS grant from 2013 to 2016.

FNA is a community non-profit organization providing Behavioral Health Services, Education and Community Services to the Fairbanks North Star Borough and clients from all over the state. FNA's programs serve men, women, youth, children and elders and Alaskans of all races with some programs targeted to serve Alaska Natives.

The ultimate goal of the R&R Project is to promote long-term recovery from substance abuse by increasing self-sufficiency for AI/AN consumers enrolled in FNA's substance abuse treatment programs. The project goal is to establish a workforce development model to allow AN/AI consumers enrolled in FNA's substance abuse treatment and recovery programs to acquire skills to increase their employability and therefore self-sufficiency.

The project will serve consumers while they are in residential and outpatient treatment for substance abuse. The R&R Project will train Alaska Native consumers in pre-employment skills, and five potential job areas identified as high placement/entry-level positions. As productive members of our community, consumers will have tools needed to reenter Alaska's workforce successfully, and protective factors of financial stability to perpetuate their successful recovery.



**FAIRBANKS NATIVE  
ASSOCIATION**

*FNA's logo*

### Key Findings

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- 3 environmental codes and regulations developed
- 7 youth and 4 elders involved
- 21 people trained, 11 people certified, and 2 people licensed

### Project Outcomes and Results

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Prior to the start of this project a target impact indicator was to have a minimum of 50 unduplicated clients receive training through the R&R Project with a 20 percent employment rate. Due to the development of new models to support and strengthen partnerships with local agencies and businesses and the enhancement of the structure of models already in place to increase the long term career success for consumers. FNA was able to surpass their goal of 20 percent employment rate and achieve an employment rate of 35 percent at the end of the project period.

The overall goal was achieved by revamping the curriculums and plans that were already in place. FNA intensely integrated adult basic education and occupational skills training to enable consumers to increase their educational learning gains and earn credentials while completing the soft skills training. They also included more human service agencies to

support employment and educational work experiences throughout the year; connected consumers with Registered Apprenticeship programs; increased the number of guest speakers to develop better coordination with non-government partners and privately funded programs to meet the continuing needs of consumers.

FNA addressed the problem statement by equipping consumers to be self-sufficient, maintain long term employment and live sober lives. Many of the consumers were connected with the Department of Vocational Rehabilitation (DVR) who could continue to support them in their employment goals after treatment and FNA received updates on the consumers DVR served. FNA also observed a decrease in consumers that reengaged in treatment services.

Although the project has ended, FNA Behavioral Health Treatment Centers have integrated fragments of the R&R Project into their program curriculums and they continue to work cohesively with the Department of Vocational Rehabilitation.



# Port Graham Village Council

Tamamta Litnaurluta: We All Learn Together, Alaska  
3 years, \$802,200

## Project Overview

Port Graham Village Council is the tribal government operating as a federally recognized tribe in Port Graham, Alaska. Located near the southern tip of the Kenai Peninsula it is only accessible by air and water and provides services to the 177 tribal members within its tribal jurisdiction.

The tribal members of Port Graham practice a subsistence lifestyle and therefore the health and well-being of Port Graham residents is dependent upon knowing the traditional knowledge of how to live in the environment including knowledge of the culture and language of the community. This essential knowledge was on the decline with the passing of each elder. In 2013, the number of elders fluent in Sugt'stun in Port Graham was 14. None of the parents of infants, toddlers, or children in grades K-8 were fluent speakers of the language and although they could understand a minimal amount of Sugt'stun, were unable to communicate effectively. Neither the preschool children in Head Start nor students in the Port Graham School spoke Sugt'stun as a home-based language.

In 2013, the Port Graham Village Council implemented a Language Preservation and Maintenance grant to create and nurture intergenerational participation to have greater access to Sugpiaq culture and Sugt'stun language and to provide an integrated way for parents to support their children's learning of Sugt'stun regardless of age or grade level.

To accomplish the proposed work, Port Graham Village Council developed and implemented a half-day Sugt'stun immersion Head Start program, developing new lesson curriculum, training for Head Start staff, Sugt'stun immersion language activities for Head Start children, and training and resources for parents to use with their Head Start children. Supplemental materials were developed to support lessons and training for the teacher and aide as well as Saturday camps for families based on seasonal activities. They also established an Education



"Where Are Your Keys" Training

*Elders, parents and teachers participating in "Where Are Your Keys" Language Training*

## Key Findings

- Developed 20 supplemental materials for
- Chugachmiut Sug'stun Language Curriculum
- 18 youth increased fluency
- 20 language lessons

Commission for Port Graham to meet with various agencies like Chugachmiut Head Start, Kenai Peninsula Borough School District and others to set and prioritize community goals, seek funding, and monitor the grant progress.

## Project Outcomes and Results

As a result of this project 18 youth and 13 adults were able to increase their fluency levels in the Sugt'stun language. Not only did Head Start teachers receive training but there were 20 bi-weekly, two hour training sessions to 10 Head Start parents, along with parent/student team presentations at the Saturday camps. Additionally, 20 Total Physical Response (TPR) language acquisition classes were developed; TPR is a kinesthetic language method utilizing hand gestures and body movement.

An application for mobile phones and tablets was developed and is available for download in iTunes. It features hundreds of pictures designed for the 20 lessons being taught in the school in Port Graham. Several of the elder's voices were used to record the language application and they spoke of how exciting and motivating it was for their grandchildren to hear

their voice while learning the language. One elder mentioned “I had no idea while I was being recorded that this would be the end result. But my grandchildren will play the app specifically to hear grandma’s voice.”

Port Graham also developed an elder’s council to provide opportunities for elders to meet and discuss what should be taught and to provide accuracy in language, grammar, and pronunciation. They will also advise in the development of supplemental materials.

The Education Committee will support the Village Council and provide oversight and recommendations to the school program and the adult classes. Port Graham plans to upload the lessons for adults on the Port Graham Village Council website so all parents have access to the language materials.

Over the course of the three years of the project period Port Graham Village Council firmly established a community-wide environment which supports the learning and revitalization of Sugt'stun.

*“For an elder to not teach language to the next generation, it is seen as theft of culture” — Sperry Ash,  
Sugt'stun Teacher*



# Sealaska Heritage Institute

## Bridging Challenges to Fluency through Partnerships: A Tlingit Mentor-Apprentice Language Program, Alaska

### 3 years, \$448,902

#### Project Overview

Sealaska Heritage Institute implemented a Native Language Preservation and Maintenance grant from 2013 through 2016. Tlingit is considered a “critically endangered language” by UNESCO as there are only two fluent speakers under the age of 60 in Southeast Alaska. Historically not all fluent speakers made the decision to speak Tlingit in their homes – or at all. Some responded to the intolerance of previous eras by silencing their own Tlingit language to protect their children. Further, many children were forcibly removed from their homes to attend boarding school where they were not allowed to speak Tlingit or risk being severely punished. Not transmitting the language through traditional intergenerational settings resulted in drastic loss of language speakers and prevented the creation of new language learners.

Language researchers estimated that 15 years ago, there were around 500 fluent Tlingit speakers. As of 2011, it was estimated that number had fallen to 114. Therefore, the goal of the Bridging Challenges project was to revitalize the Tlingit language by increasing the number of fluent speakers younger than 60 years of age.

The project established six Tlingit mentor-apprentice “teams,” with each team comprised of a fluent Tlingit speaker and a Tlingit instructor/advanced learner. These teams, usually consisting of an elder and a young adult, worked together for three years with each team member participated in 260 hours of Tlingit immersion activities annually for a total of 780 hours of Tlingit immersion activities. These teams were comprised of members from across Southeast Alaska from the Sitka, Wrangell, and Yakutat communities.

The project also coordinated with project partners to hold one annual forty-hour Tlingit summer immersion retreats for the six mentor-apprenticeship teams each year of the three year project. These



*Fluent Elder speaker-mentor teachers younger apprentice speaker.*

#### Key Findings

- 6 language learners increased their fluency levels
- 50 percent of language learners are now advanced fluent
- 6 elders provided around 650 hours of instruction to language learners

summer immersion retreats rotated between the participants’ communities and created immersion “habitats,” which are totally immersive environments that encourage intergenerational language transmission and push participants to think in Tlingit rather than translating before they speak.

#### Project Outcomes and Results

All six of the apprentice learners increased their language proficiency by at least one level during the three year project and 50 percent increased by at least two levels moving them to the advanced fluent level. Mentors were actively engaged in all three years despite the challenges of aging, health and mobility. Each partner community was able to sponsor and host the language retreats in all three years, which were also open to invited guests, presenters, and other language learners.

Individual apprentices completed an average of 320 hours of participation per year over the three years. Mentors provided an average of 18 hours of immersion time with apprentice learners per month

and provided cultural and language activities during the immersion retreats.

The mentors and apprentices' enhanced fluency and participation in community events resulted in an increased use of the Tlingit language in public settings – such as tribal meetings, ceremonies, and classrooms – thus inspiring youth, tribal leaders, and adults to increase their knowledge of the Tlingit language and of the benefits of participating in future mentor-apprentice programs. This represents a reversal of the current state where the Tlingit language is largely being reserved for a few small classrooms instead of being a vibrant and active part of public life.

The current status of the language is still critically endangered; however, more dormant speakers, or speakers who have not spoken Tlingit regularly for most of their lives, are being identified and encouraged to speak again.

*"More elder dormant speakers are being identified and encouraged to speak again. The cultural trauma experienced by a whole generation of people over language loss is being acknowledged through these efforts to revitalize the language in the region and in communities." – Project Director.*



# SouthEast Alaska Regional Health Consortium (SEARHC)

Wise Families Traditional Foods Project, Alaska  
3 years, \$ 981,243

## Project Overview

SEARHC implemented a SEDS grant from 2013 through 2016. SEARHC is a non-profit tribal health consortium of 18 Native communities serving the health interests of the Tlingit, Haida, Tsimshian, and other Native people in the Southeast Alaska region. Historically, chronic diseases were rare occurrences among Alaska Native people. Even a generation ago, Southeast Alaska Natives still relied heavily on subsistence/traditional foods for their diet, consisting of mainly game meat, fish, wild berries and edible plants. Today chronic diseases have become major health problems in the communities and reduce the overall ability of the community to grow economically.

This project supported five rural communities in the region to strategically organize, implement, and evaluate community driven activities that foster traditional and local foods, culturally relevant physical activity, economic initiatives and sustainable skill building practices to effectively reduce the rates of chronic diseases. These activities also strengthen resilience to overcome historical trauma and set the stage for economic growth by teaching marketable skills. The five rural communities supported included Haines, Hoonah, Klukwan, Kasaan, and Hydaburg.

One of the project's objectives was to sustain the already established activities in the areas and develop new activities of traditional methods of food collection, processing, and storage. And because high rates of chronic disease and historical trauma reduce the rural communities' abilities to maximize economic opportunity, the project also sought to develop local economic capacity by helping the communities market and sell products related to traditional food activities.

## Project Outcomes and Results

Eighteen community-based partnerships were created to promote the project's objectives in community-



*Processing salmon in Kake, Alaska*

## Key Findings

- 18 community-based partnerships formed
- 4 small community-based businesses created
- Partnership created to put traditional foods in local schools

driven and culturally-relevant ways. Through these partnerships, the project offered at least five bi-monthly skill building activities in each of the communities that engaged residents in learning techniques for traditional food preparation, physical activity, Native language and/or storytelling. The project also increased the percent of traditional foods in participants' diets and minutes of weekly physical activity. As a result, freshly caught fish is part of some school lunch programs, and some communities have initiated culture and youth committees.

The project increased the percentage of locally sold items from the communities, thereby strengthening local families' income. During the last year of the grant, four small businesses started up due to assistance and support from this project.

Overall, one of the most impactful results is the increased evidence base for what is effective in rural Southeast Alaska communities concerning the

connection of health promotion to economic opportunity. Supporting community-driven, culturally relevant initiatives can support the adoption of healthy lifestyles that prevent chronic disease and support traditional rural Southeast Alaskan knowledge and activities, and economic opportunity.

*“Our measurement of value is different – it’s not personal gratitude; it’s community wellbeing. It gave*

*community members a sense of purpose that they’re helping their community be everything it can be.” –  
Community participant and project partner.*



# Wainwright Traditional Council

Atauchikun – Embracing Change Project, Alaska  
3 years, \$433,518

## Project Overview

Wainwright Traditional Council implemented a SEDS for Alaska grant from 2013 to 2016. For thousands of years, the Inupiat people of Wainwright have lived in cooperation and co-dependency with their ancestral homelands. However, a quickly encroaching world of oil development just outside of Wainwright is confronting the delicate balance among land, lifeways, and culture. As a result, the tribe identified the need for skilled Tribal leadership, judicious planning, and careful integration of decision-making to ensure both that its voice was heard and to mitigate the impacts of offshore oil development on local economic stability, subsistence food sources, and traditional practices.

Project activities included interviewing elders, hunters, residents, and members of Tribal leadership about traditional subsistence activities, increasing local governance capacity for promoting sustainable economic development for the future of the community, and developing communications tools to set a strategic community vision and mitigate the negative community impacts from large-scale oil exploration and extraction operations.

## Project Outcomes and Results

A total of 38 interviews were conducted in which Tribal members expressed their opinions on local environmental and social changes, their hopes and fears about the future, embracing change while maintaining traditional Inupiaq values, and communicating important cultural differences to outsiders and potential oil companies. These interviews were compiled into a document titled “The Sea is Our Garden,” a comprehensive documentation of local knowledge, culture, and practices, and therefore became the primary steering document for the project.

To bolster local governance capacity, two project staff and seven Tribal Council members participated in 20 targeted training courses and three Tribal governance conferences. These activities resulted in greater



*Wainwright, Alaska coast on the Chukchi Sea*

## Key Findings

- 38 interviews conducted with elders to preserve traditional knowledge
- 3 major documents to guide community interaction with external corporations
- 20 courses and 3 conferences attended by project staff to build local governance capacity

understanding by Tribal leaders of how to promote more sustainable economic development for Wainwright residents, confidence in leadership skills, and more efficient Tribal governance.

Finally, the Trilateral Committee, comprised of the city government, Tribal corporation, and Tribal Council, created three communication tools, including the Cultural Interaction Report to record community concerns and priorities, the Wainwright Community Guide to outline community and cultural protocols for visitors or businesses entering the community, and Wainwright Visitor Agreements to hold visitors or businesses accountable to following those protocols.

As a result of the project, Wainwright now has an established system to share about local protocols, traditional values, and other important information. Wainwright also successfully bid for, won, and

manages a federal contract, and is currently implementing another environmental grant award.

*“We recognize the potential for these [environmental and social] changes to significantly impact our traditional way of life and the subsistence activities that form the backbone of our culture and values.” –  
community elder*



# Yukon River Inter-Tribal Watershed Council

## Enhancing Tribal Environmental Regulation in the Yukon River Watershed through Indigenous Knowledge and Tribal Soil & Water Conservation Districts Project, Alaska

3 years, \$773,729

### Project Overview

The Indigenous communities within the Yukon River Basin have struggled to secure their environmental quality through environmental regulation. Indigenous knowledge of community-based land stewardship is only rarely incorporated into environmental regulation. Moreover, there are limited resources and capacity for tribes to participate in the regulation process and jurisdictional challenges. To overcome these obstacles, the Yukon River Inter-Tribal Watershed Council implemented an Environmental and Regulatory Enhancement grant from 2013 through 2016 to increase the use of Indigenous Knowledge and Alaska Native Tribal capacity to participate in environmental regulation with community developed Tribal Soil and Water Conservation Districts (TSWCD), government entities that provide technical assistance and tools to manage and protect land and water resources in the United States and insular areas.

The Yukon River Inter-Tribal Watershed Council (YRITWC) is an Indigenous grassroots non-profit organization, consisting of 73 First Nations and tribes, dedicated to the protection and preservation of the Yukon River Watershed. The YRITWC accomplishes this by providing Yukon First Nations and Alaska tribes in the Yukon Watershed with technical assistance, such as facilitating the development and exchange of information, coordinating efforts between First Nations and tribes, undertaking research, and providing training, education and awareness programs to promote the health of the Watershed and its Indigenous peoples.

Project staff held community meetings for outreach in order to help communicate the positive and negative aspects of creating TSWCD's. A touring summit was completed in the three villages of Summit, Minto, and Artic to educate and gauge the interest of creating TSWCD. Community events such



*Project staff review a watershed map*

### Key Findings

- Three tribal soil and water conservation districts created.
- One online mapping database completed.
- 10 community members trained.

as potlucks were held to bring the communities together, provide presentations, use maps and present results. Workshops with training were conducted.

### Project Outcomes and Results

As a result of this project, three Tribal Soil and Water Conservation Districts were created. One TSWCD was created in Tanana, one larger TSWCD was created as a joint district between T'ee Drin Jik and Venetie, and finally a TSWCD was created in Birch Creek. Not only was the goal of creating three TSWCD's met it was actually surpassed. Towards the end of the project, staff realized that the number of districts was less important than the span of influence that TSWCD's can influence so the T'ee Drin Jik

district for example is so large it is almost made of two TSWCD's.

Through training community members, this project improved tribal capacity to integrate Indigenous Knowledge into community based environmental regulations, an indigenous knowledge and science plan, and an online mapping database. The creation of Tribal Soil and Water Conservation Districts allow the Alaskan Native Tribes to define areas of interest for their community. Based on these areas of interest they can develop regulations and indigenous knowledge science plans. The creation of these communities facilitates the technological fluency of youth with the indigenous knowledge of elders and older community members.

*"Nobody wakes up in the morning and says I want to drink dirty water."*

*– Maryann Fidel, Environmental Scientist*



# California Indian Museum and Cultural Center

## Shoh yehaelim: Pomo’s Happening Now Project, California 3 years, \$374,819

### Project Overview

Founded in 1996, California Indian Museum and Cultural Center (CIMCC) is a Native intertribal organization with a mission to educate the public about the history, cultures and contemporary lives of California Indians and honor their contributions to civilization. Since 2004, CIMCC has been working with the Pomo Tribes to increase the efficiency of all local Pomo language maintenance and revitalization efforts by coordinating activities to facilitate joint Pomo language assessment and the sharing of information, training, and resources. The CIMCC implemented a Language Preservation and Maintenance grant from 2013 to 2016 as part of this coordinated effort.

To maintain and revitalize the Pomo languages the Pomo language speaking communities need to generate new speakers. Because of the vast geographic distribution of the Pomo speaking communities and the very limited and localized nature of the current offering of language classes, CIMCC knew they would need to develop language resources that were easily accessible to the Pomo people. With the support of the community, they decided on creating language resources for mobile devices (applications or apps) and an online introductory language course would fill the gap the best.

Throughout many of the phases of the project, community members were informed, engaged, and invited to contribute feedback. During app development, CIMCC held community meetings to discuss plans and solicit information via survey and in person regarding preferences for app features. Project staff consulted elders regarding survey tool development and definitions of speaker status. During content development and app implementation and online course drafting community members were engaged in beta and pilot testing. Project staff recorded and integrated feedback from their



*Youth group and community members at the Miromaa Software Training*

### Key Findings

- 6 Pomo language apps created
- 1 introductory online Pomo language course
- Tribal youth ambassadors connected more with their Native heritage and learned about leadership

experiences for future revisions and iterations. During app and online course outreach and enrollment, users were asked to contribute feedback to staff and via survey instruments. A contest was conducted to solicit ideas for community use of apps. Ideas were presented at a community celebration.

While the digital resources were being developed, project staff gathered to create their own informal learning experiences through meeting at CIMCC and cafes for the purpose of revitalizing language.

Additionally, after the initial apps were completed, CIMCC’s tribal youth ambassadors program created a kiosk, which featured tablets and the language apps, to promote language learning in public places throughout Northern California. They stationed the kiosk at a high traffic children’s museum for three

months and it will continue to be featured at other public events, conferences, and visitor's centers around the Bay Area in the coming months.

## **Project Outcomes and Results**

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Interestingly enough, observing the tribal youth interacting with the apps and engaging with each other was the most valuable aspect in realizing CIMCC's benefits to the community. It was clear they had not had access to resources like these before and the apps would prove be a valuable tool for learning. One of the tribal youth ambassadors explained that participating in the "project showed

me my true heritage and brought me way closer to my native culture than I have ever been in my life."

CIMCC plans to continue community outreach to share about the app's success and facilitate app downloads and increase the number of users and enrollment in the online course. CIMCC will continue outreach via social media, museum contacts, and community events. With minimal cost for outreach and app maintenance, this project is practically self-sustaining

# Hoopa Valley Tribal Council

Career Fast-Track Project, California  
4 years, \$851,035



## Project Overview

The Hoopa Valley Tribal Council implemented a SEDS grant from 2012 through 2016 to increase employment of American Indians living on the Hoopa Valley Reservation. Many residents suffer from low educational attainment, high unemployment/underemployment, and high poverty. Since 1994, the Hoopa Career and Technical Education Program (HCATEP), the existing Tribal Education Program, has provided intensive student support services to all American Indians/Alaska Natives on or near the Hoopa Valley Reservation who enrolled at College of the Redwoods (CR) to earn Associate Degrees and/or transfer to four-year colleges.

From 2005 to 2011, the number of students at the College of the Redwoods Klamath-Trinity Instructional Site (CR-KTIS) increased by 87.8 percent from 164 to 308 in spite of state budget cuts that forced a 28.3 percent reduction in the number of courses offered, from 53 courses in Academic Year 2008-09 to 38 in 2010 and 2011. Due to budget cuts, HCATEP was forced to limit course offerings to those most in demand by students completing degrees, significantly reducing the number of basic skill-building and technical education courses that might result in more immediate employment gains such as job placement, reclassification, and promotion or increased wages. The cost of a college education had escalated to 28 percent of California family incomes and 42 percent for low-income families.

With the goal of increasing employment of tribal members living on the Hoopa Valley Reservation, the tribe developed the Career Fast-Track Project. Knowing that many students would pursue higher education just long enough to obtain a decent job, this project offered shorter time period for gaining the knowledge and skills required for employment. Project staff, meticulously collected approximately 200 job descriptions to ensure the certificates offered



*Hoopa Career Fast Track Project Graduation Ceremony*

## Key Findings

- 42 HCFT Project participants
- 33 participants earned 38 Certificates, including 2 who earned an AS or AA Degree in lieu of an FNR or SBM Certificate.
- 22 certificate earners secured employment gains
- 7 participants are continuing toward 2- and 4-year degrees
- 1 online career pathways Roadmap Web Tool

would prepare participants with the qualification to apply for the jobs there were available.

After the initial orientation and the development of an individualized Student Education Plan, participants began a College Readiness Curriculum including skill-building and technical knowledge courses to qualify them for regular, non-remedial college courses, living-wage jobs, increase their self-sufficiency, and facilitate their completion of industry-recognized certificates and Associate's Degrees while they are working.

After completing the College Readiness Curriculum, participants began instruction in one of three employer-recognized certificates prioritized for the project by tribal employees and community members. These "career fast-tracks" promoted a sustainable tribal economy and responsible land stewardship, closed a technology gap, and met a Tribal need of developing qualified early childhood educators. The certificates offered were: (1) Small Business

Management, (2) Forestry & Natural Resources, (3) Office Professional, and (4) Early Childhood Education.

Driven by a local workforce development approach, 53 participants were supported through their educational journey with individualized Student Education Plans, intensive academic advising and mentoring, augmented financial support, and job placement services. Advisors were immersed in the program, they not only know and celebrate participant successes, but they know and feel their obstacles.

## Project Outcomes and Results

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The project truly took a community approach and participants learned how unbounded their support for each other and from the community was. Learning extended far beyond career-readiness with participants rising up as leaders. Participants formed study groups, specifically for math and accounting classes, to ensure the whole class succeed, not just a few. One participant in particular is seen as an advocate and mentor within the program, and is often recognized in the community.

After speaking at a new student orientation about her experience and success in the program, another community member approached her and said, “thank you, you changed my life, I thought I was too old [to go back to school].”

Implemented as a “pilot project,” the Hoopa Career Fast-Track Project demonstrated both the need for, and the effectiveness of an alternative to a two-year degree driven approach at CR-KTIS, primarily focused on preparing students for transfer to four-year colleges. During the project period CR-KTIS awarded more Certificates of Achievement and more AA/AS Degrees than ever before in its history—drawing statewide attention to its extraordinarily high retention and completion rate.

Hoopa Higher Education now is under study by the California Community Colleges Research and Planning Group as a model for serving historically unsuccessful student populations.

The project also created an online career pathway Roadmap Web Tool, which is hosted on the front page of the CR-KTIS website. This one-stop-shop

planning tool will be a guide to participants from the time they apply all the way to job attainment.

*“Thank you, you changed my life, I thought I was too old [to go back to school].” – Hoopa Valley community member*



# National Congress of American Indians

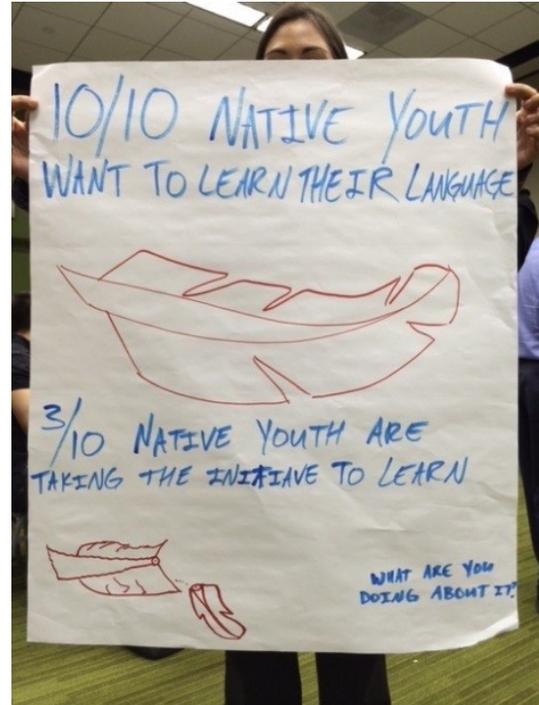
Affirming Native Youth: Making Visible, Making Valuable  
 Project, District of Columbia  
 3 years, \$492,842

## Project Overview

Between 2013 and 2016, the National Congress of American Indians (NCAI) established and implemented a National Indian Youth Cabinet and Native Youth Data Initiative. Prior to the project, very little data or information was widely available about Native Youth. Moreover, the majority of research, publications, and analysis did not include Native American populations when examining racial data and reports.

The project began by establishing a gender balanced, geographically diverse group of Native youth to inform policy and advocacy on a national level. The National Indian Youth Cabinet was comprised of 15 youth, aged 16 to 23. The Youth Cabinet would meet virtually once a month, which included establishing a mission, identifying policy topics of significance, and providing updates on regional events. The Youth Cabinet integrated governance and a youth voice to better inform youth and tribal policy on a national level. The Youth Cabinet members provided tribal leaders and national organizations with a more informed youth voice to advocate and move tribal youth policies ahead. Additionally, the project and youth council members worked closely with two regions to create new tribal and regional youth councils.

The Youth Cabinet was also instrumental in the development of a Native Youth Data Initiative, in which NCAI partnered with national Native American non-profits to outline a national policy agenda focused on the need for improved data and information on Native youth. Finally, the project held numerous trainings and development for tribal youth at various national conferences, including hosting two Native Youth Data Institutes, viral video creation training, identifying and assessing community



*Youth Cabinet Facilitation and Goals*

## Key Findings

- 30 youth involved
- Established 1 National Indian Youth Cabinet and 2 Regional Youth Cabinets
- Developed 11 Regional Youth Data Profiles

assets training, and a mock scenario on tribal leader decision making.

## Project Outcomes and Results

Through their ANA funding, NCAI has provided leadership opportunities for youth – governance, professional development, and mobilizing broader networks and partnerships. NCAI’s Native Youth Data Initiative allowed the project to develop 11 Regional Youth Data profiles which provide more accurate comparisons of Native youth across the

United States. Additionally, two new regional youth cabinets were started.

The Youth Cabinet provided a national forum for youth issues to be heard by decision makers. Moreover, the Youth Cabinet provided connections and opportunities for youth leaders to engage with policy makers and facilitate broader change in their communities. The project connected youth leaders to tools, products, and other resources to build upon their existing work in their home communities. For example, one Youth Cabinet member wanted to increase awareness about two-spirit and LGBT issues. NCAI helped connect the member to a national LGBT organization to provide resources and information to supplement his existing work on holding a two-spirit community event.

Additionally, the project affirmed the good work youth were currently doing, and affirmed and fostered their cultural identities. For example, one young woman created a seed project at her university, and thereby strengthened her cultural identity and community. This project helped build a framework for more youth engagement at a national level, and provides timely and important insights into the important issues facing Native youth.

# Native American Finance Officers Association (NAFOA)

Native American Career Success Academy (NACSA) Project,  
Washington, D.C.  
3 years, \$417,043

## Project Overview

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NAFOA is a Washington, D.C. based membership organization that supports tribal economies by advocating for economic and fiscal policy and convening tribal leadership and economic partners to discuss economic challenges in Native communities. A common concern among NAFOA's corporate partners and tribal organizations is the lack of Native youth studying economics and finance in university as well as a lack of Native leaders in these industries. Building the economic and financial skills of future Native leaders was identified as a challenge to economic growth and positive change in Native communities.

Through tribal consultation and surveying tribal leadership and corporate partners NAFOA learned that one of the primary barriers to Native youth entering financial services fields is a lack of career development programs that reflect Native American culture and values as well as a lack of support systems that encourage students to enroll in and complete their education. It was also found that Native students often hold negative stereotypes about finance and do not understand its relevance. This understanding led NAFOA to develop the Native American Career Success Academy (NACSA), a two phase program to encourage Native American youth to enter into finance careers. In 2013, NAFOA received a three year SEDS grant to implement phase one of the Native American Financial Leaders Academy (NAFLA) with the goal of developing curriculum, implementing an Education Management System and website, and engaging in a Public Education Campaign to change perceptions about business among Native students. The second phase of NAFLA, to start upon the conclusion of phase one, is the execution of NAFLA where NAFOA will work directly with college students.



*NACSA Project logo*

## Key Findings

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- 7 partnerships formed
- 2 Internships placed

## Project Outcomes and Results

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The first objective of the NAFLA was the development of an online curriculum for Native American college students to improve professional and financial skills and their understanding of tribal finance. With support from two consulting firms, NAFOA developed four online curricula: Tribal Law, Economic Development, Analytical Skills, Career Preparation and Personal Finance. NAFOA recruited four Native American college students to serve as curriculum evaluators who provided the feedback that led to a scaling back of the Tribal Law and Economic Development modules. At the conclusion of the project, NAFOA had developed foundational curricula in Career Preparation and Personal Finance.

These topics included lessons in resume writing, networking, professional presentation, student loan structures, credit card responsibility, and money culture.

The second objective built an online infrastructure that includes a new website, Education Management System (EMS), and database. The EMS interface is similar to Blackboard<sup>12</sup> where students work through the lessons at their own pace, upload their contact information, and provide feedback. In addition to academic courses, the system has a site that lists available jobs and internships and allows students to communicate with each other and NAFOA directly. Through online feedback, the project learned that Native college students often can't afford to take a volunteer intern position or relocate to a city like New York or Chicago for a summer. So the website focused less on placing interns into positions as facilitating networking opportunities.

The final objective was to produce an education campaign targeting high school and college students to improve perceptions of careers in business and understanding of the importance of economic development in tribal communities. The project distributed a two minute video, print media, and a series of short public announcement videos by tribal leaders. Additionally, the Aspen Institute's Center for Native American Youth partnered with NAFOA to create the Generation Indigenous Career Success Fellowship. Fellows enroll in the NACSA program and participate in seminars led by Native business executives and tribal leaders where they are prepared for the job market, network, and improve their confidence.

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<sup>12</sup> [www.blackboard.com](http://www.blackboard.com)

# Elim Pacific Ministries

## The Dream Project, Guam

3 years, \$1,047,561



### Project Overview

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From 2013 to 2016, Elim Pacific Ministries, located on the island territory of Guam, operated the Dream Project that assisted Pacific Islander women who are homeless and have substance abuse problems with temporary housing, treatment, and employment opportunities. Through this project, participants commit to a nine month timeframe to assist in earning a living wage through developing a microenterprise, small business, expanding job skills or continuing education goals. Many of these women have either previously incarcerated and or have disabilities or lower education levels making it difficult to find gainful employment to support themselves and at times their children.

As a first step on the road to recovery and well-being, the Dream Project operates the Dream House. This is a five bedroom housing facility that offers free and safe housing for the women participants. The Dream Project is co-located with the Oasis treatment facility. Project participants participate in 12-step programs to wind their way to recovery. As a supplement to these services, the project has a group therapy session called Women of Destiny. They have developed six self-help modules that the women can complete. These modules contain instruction on life skills, including employment and parenting training.

The project partnered with local businesses and retailers to offer internships and full-time employment. These organizations included the hospitality industry, restaurants and educational facilities. Further the Dream Project offered employment opportunities at the headquarters.

### Project Outcomes and Results

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Many of the project participants were able to maintain sobriety and employment. Some who never had a driver's license were able to obtain that, lending to a new found freedom and independence. One project participant was able to regain custody of some of her children as a result of the project. Participants are



*The Dream Project's Resource Center*

### Key Findings

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- 10 Microenterprises created
- 3 Small businesses created

screened using a screening survey and assigning Global Wellness Score or overall. Individual well-being. The project self-reported that the average increase in wellness was 34 percent of all project participants.

# University of Guam

## Preservation of Chamorro Language in Post-Secondary Education Project, Guam

3 years, \$600,097

### Project Overview

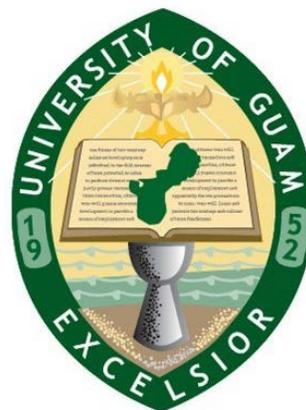
From 2013 through 2016, the University of Guam developed a curriculum to teach Chamorro to university students. Prior to the project, an organized and accessible language curriculum that identifies and articulates language and learning skills in Chamorro for the college level did not exist. Consequently, Chamorro language classes were very uneven in terms of instruction. Chamorro is the predominate native language and ethnicity on the island of Guam located in the far Eastern Pacific Ocean. There are two Chamorro language orthographies – one in the Commonwealth of the Northern Mariana Islands and one in Guam. For the purposes of this project the University of Guam will use the Guam orthography.

The Preservation of Chamorro Language in Post-Secondary Education project worked to develop a curriculum for Chamorro courses taught at the university level in the four post-secondary institutions on the island. The University of Guam requires two semesters of language instruction, so the project focused on developing a curriculum for two semesters.

This project was developed after numerous individuals contacted staff at the University of Guam indicating that the educational system on Guam needs a more structured Chamorro learning curriculum. The project developed two initial surveys. The first was to research what texts and other curricula are available throughout Guam and what is actually being taught. The second survey was of the students and their fluency levels, what is most difficult in learning the Chamorro language and what the students' needs are. Both of these surveys drove the direction of curriculum development.

### Project Outcomes and Results

As the curriculum was being developed, the faculty were also surveyed monthly and the students at the



*Seal of the University of Guam*

### Key Findings

- 1 Two Year Chamorro Language Curriculum developed
- 246 students participated in the Chamorro language classes and completed the survey

end of each semester. These surveys helped identify deficiencies in the curriculum. Further the project consulted numerous language experts and community members to get feedback to adjust the curriculum. This also served to gain buy-in from the community members and educators. The curriculum also contains evaluation criteria which include student learning outcome evaluations and teacher evaluations of the curriculum effectiveness.

The curriculum is currently used at the University of Guam and at the John F. Kennedy High School on Guam. The project will complete the Year 2 curriculum and also plans to convert the curriculum into a text book that students can use through their coursework.



# Aha Kane- Foundation for the Advancement of Native Hawaiian Men

Hale Mua: Re-establishing practices of traditional Hawaiian male responsibilities project, Hawai'i  
3 years, \$1,021,108

## Project Overview

Aha Kane is a Hawaiian non-profit organization that works to empower Native Hawaiian males through cultural activities and social engagement. Following 13 attempted suicides by Hawaiian youth in June 2012 Aha Kane designed the Hale Mua Initiative, a three year project that strengthens Hawaiian families and communities by creating a space for boys and young men to develop relationships and role models through cultural education. The project was premised on the Hale Mua. A Hale Mua, or Men's House, is the traditional Hawaiian institution where elder men educate boys in the roles and responsibilities of being a member of the community. Traditional skills and ceremonies were taught and conflicts were resolved in the Hale Mua.

Aha Kane noticed that while there are many resources and development programs for women and children, there was a lack of opportunities for men and male youth. Aha Kane tapped into the traditional institution of the Hale Mua so at risk boys and marginalized men can support each other through intergenerational activities. The project targeted three Native Hawaiian communities spread across The Big Island and Oahu. In each community, Aha Kane seeded a Hale Mua with tools, books, and organization capacity with the goal that each Hale Mua would be self-sufficient by the end of the project period.

## Project Outcomes and Results

The Project had two objectives. The first was to establish and support a Hale Mua in three communities: Keaukaha, Papakōlea, and Wai'ānae. The second objective was to improve the health indicators of the participants by measuring body mass indexes, blood pressure and cholesterol levels of



*Hawaiian elder instructing a youth in traditional crafts*

## Key Findings

- 7 partnerships formed
- 2 Internships placed

participants as well as increasing their social connectedness as measured by the Social Support Questionnaire. The Mua, comprised of local Hawaiian youth and elders, met once per week after school and held bi-monthly overnight retreats. During these meetings the youth participants were exposed to elders who shared stories, life skills, and cultural practices. Though the groups were centered on activities and trainings, participants built their confidence and created relationships within the community.

The retreats and after-school programs were well attended. In total, 378 boys, 186 ʻōpio (young men), 35 kāne (men) and 15 elders participated over the course of the three year project. There were ten workshops designed by cultural experts and 586 people received training in at least one workshop. These workshops included training in traditional

farming, fishing, food preparation, storytelling, traditional dance, and martial arts.

In addition to learning traditional ceremonies and practices, both the adult and youth participants gained confidence, developed leadership skills, and gained a desire to be Hawaiian men. The three Mua have expanded from internal activities to participating in community events like parades, fund raising events, and a summer solstice ceremony.

Aha Kane had participants complete a Social Support Questionnaire (SSQ) throughout the duration of the project. The SSQ asked questions related to an individual's network and access to emotional and physical support. Results show that in addition to offering a physical space for participants, the Hale Mua provided access to community members and role models that were not available before they joined. The SSQ showed that participants had improved social connectedness the longer they were engaged with the Hale Mua.

*"I've seen the attitudes and discipline of the youth improve. They talk less now. They are observing the elders. And teenagers are taking a mentoring role. There's a connection and sacredness in a room of men for men. It's changing the identity of young boys into Hawaiians." – elder participant*

# Consortium for Hawaii Ecological Engineering Education (CHEE)

Ho'opili Project, Hawai'i

3 years, \$1,042,834



## Project Overview

In 2013, there were 33 charter schools in the state of Hawaii, 17 of which were Hawaiian Focused Charter Schools, a group of public charter schools which incorporate traditional Hawaiian culture, values, and language in their instruction. These 17 schools had lower achievement-levels in Common Core Standards (CCS) English language and mathematics testing standards and the Next Generation Science Standards (NGSS) testing standards for science, design, and engineering than their public school counterparts.

CHEE implemented the Ho'opili Project, a three year SEDS project, to address the lower achievement levels of the Hawaiian Focused Charter Schools as compared to their public school counterparts. CHEE attributed the lower tests scores to the lack of curricula that integrates Hawaiian culture and practices with new western educational standards. The Ho'opili Project set out to facilitate a connection between native practices and the new CCS and NGSS for Hawaiian Focused Charter Schools, specifically middle school students on the islands of O'ahu, Moloka'i and Kaua'i, by developing culturally relevant lesson plans and training teachers to teach them.

## Project Outcomes and Results

The project had two objectives. The first objective was to develop a curriculum based on the new Common Core Standards, Next Generation Science Standards, and Native Hawaiian cultural practices to be used by 50 Hawaiian middle school teachers who teach 900 Hawaiian Focused middle school students. The project developed 125 lesson plans that met CCS, NGSS, and Hawaiian culture standards. These lessons were organized into four units through which engineering; earth/space science; physical science; and life science were introduced and taught. The first unit



*Students receiving science instruction at a fish farm*

## Key Findings

- 13 Partnerships formed
- 21 cultural practitioners trained
- 125 lesson plans created

is Lo'i which is a traditional wetland taro farm. For example, an engineering lesson in the Lo'i unit would introduce to students hydro dynamics and water pressure by having them build traditional water containers and irrigation systems in a taro patch. The second unit is Makahiki, traditional Hawaiian sports, arts, and crafts; the third unit is Loko I'a, the traditional Hawaiian fish pond; and the fourth unit is Wa'a, the Hawaiian sailing canoe.

The second objective was to train Hawaiian cultural practitioners to use the newly developed curricula at specific cultural sites. These cultural practitioners, located on the islands of O'ahu, Kaua'i and Moloka'i, were identified for their expertise in various traditions, sailing, navigation, farming, and aquaculture. None were certified teachers so they were taught basic education methodology as well as consulted with to enhance the lesson plans being

developed, so that they could lead field trips for classes and support classroom teachers in bridging the gap between formal lesson plans with culturally relevant concepts. In total, 21 cultural practitioners were trained.

At the end of the project 991 charter school students, 100 YMCA summer program children, and ten students from a Science, Technology, Engineering, and Mathematics mentoring program were taught using the curricula developed by this project. CHEE staff conducted pre and post testing of the students to measure gain in knowledge. Over the course of three years, they measured a 19.3 percent knowledge gain by students receiving the new curricula. As well, surveys distributed to students and teachers showed that there was 83 percent satisfaction with the curricula and an improvement of 60 percent of teacher rating by students.



# Hawaii Alliance for Community Based Education (HACBED)

Hina'i: Hawai'i Center for Sustainable Food & Agriculture

Project, Hawai'i

3 years, \$1,390,042

## Project Overview

Hawaii, an isolated island chain, has a tradition of diverse food cultivation and inter-island trading networks.

However, the population has forgotten many of its traditional farming practices and the islands are now reliant on food imports by as much as 85 percent. The dependence on food imports has resulted in higher food costs, especially for fresh or organic food, and increased food insecurity. In urban and economically disadvantaged Native Hawaiian communities the effects are a replacement of nutrient rich food with high fat, processed foods; obesity, diabetes, and heart disease are rising in Native communities.

The Hawaii Alliance for Community Based Education (HACBED) received a three-year Sustainable Employment and Economic Development Strategies (SEEDS) grant to implement the Hawai'i Center for Sustainable Food & Agriculture project. The goal of this project was to increase community engagement on issues of food production and food security by facilitating partnerships with local farms, high schools, colleges, cultural practitioners, and community members. HACBED, being an established NGO based in Honolulu, was able to build a network of academic institutions and private enterprises that are working to increase food security through experiential and place-based education opportunities.

## Project Outcomes and Results

The project had three objectives. The first objective was to convene local partners and stakeholders to develop a strategic plan to pilot community-based, indigenous models of food production and youth education. Key partnerships included MA'O Organic



*Interns sorting produce at MA'O Farms for distribution to local markets and restaurants*

## Key Findings

- \$2,249,105 in revenue generated
- 309 individuals employed
- 1,200 volunteer hours donated

Farms, Leeward Community College (LCC), and the University of Hawai'i West O'ahu (UHWO). The second objective was to facilitate food production activities and youth leadership trainings between the partnerships. The third objective focused on creating a sustainability plan by recording best practices, facilitating memorandums of understanding between key stakeholders, and developing a Youth Leadership Program.

A key accomplishment of the project was establishing a before and after school program in collaboration with MA'O farms, the largest organic farm in the state. Over the course of the 3 years, over 1,000 public school students from targeted communities were provided with learning opportunities, many of which included stipends and/or school credits at LCC in exchange for working on the farm. Other project activities that served local youth include culturally-appropriate agricultural internships for Native

Hawaiians. These opportunities allowed local youth to learn about indigenous cultivation technique while providing a path towards a college degree. These interns directly contributed to \$950,000 in revenue the farm generated over the course of this project.

HACBED staff, professors and students, developed a two year certificate program and four year Bachelor of Arts program in Sustainable Community Food Security. This new academic program is offered at UHWO for students interested in pursuing Food sovereignty beyond work study. The SCFS certificate pushes an interdisciplinary opportunity for students to understand the connections between agriculture, science, business, Hawaiian cultural traditions, and political and social justice issues.

Over the course of the project period, 13 additional partnerships were developed with local restaurants, food cooperatives, and stores to expand the market for local, organic produce. With these partnerships in place, HACBED developed a business expansion plan with MA'O Farms that included working with the North Shore Community Land Trust to physically expand the farm. They also collaborated with the Malama Loko Ea Foundation and community volunteers to restore a traditional fish pond in one of the target communities on the North Shore.

This project built a network of partnerships between community leaders, businesses, youth, and schools in order to facilitate capacity building efforts, self-governance, and community engagement with the long-term goal of achieving food sovereignty on Hawaii.



# Le Fetuao Samoan Language Center

Le Fetuao Samoan Language Preservation and Maintenance in Hawai'i – 2016 Symposium Project, Hawai'i  
3 years, \$726,892

## Project Overview

From 2013 to 2016, Le Fetuao Samoan Language Center (LFSLC), an educational nonprofit organization based in O'ahu, Hawai'i, implemented a Native Language Preservation and Maintenance grant to address the deficiency in access to Samoan language education in Hawai'i. Many Samoans relocate from American Samoa to Hawai'i due to military service, financial opportunity, or other personal reasons. However, Samoan language and culture often quickly diminishes among Samoans residing outside the Samoan islands where access to courses and materials are fewer. No public schools in Hawai'i offer Samoan language classes from pre-school through middle school, leaving preservation of Samoan language to the family. With little access to effective curriculum, limited time while living in a state with a high cost of living, a high dominance of English and limited resources available for parents to learn themselves, Samoan families grappled with these challenges to teach the language at home.

LFSLC recognized this gap in Samoan learning opportunities in Hawai'i and Founder/Executive Director, Elisapeta Tuupo Alaimaleata, established LFSLC's first language class in 2008 in Honolulu. Ninety-eight percent of children participants in this first class had no ability to speak or understand Samoan. Since then and through this Language Preservation and Maintenance grant, LFSLC has expanded to three sites across O'ahu with more Saturday language classes, crafted a standardized curriculum, provided technology camps for 325 youth, trained 25 Samoan language teachers, and hosted in August 2016 the first ever Samoan Language Symposium in Hawai'i.

To LFSLC, language is more than letters and sounds to communicate, but a root of core values in the Samoan culture with traditional dances, ukulele music, art, songs and stories that impart history and connect families and individuals to a shared identity. By



*Le Fetuao Samoan Language Center Saturday language class with youth participants.*

## Key Findings

- 712 children and youth involved
- 12 Samoan Language classes
- 290 families participated in Le Fetuao Samoan Language center's technology camps
- 54 new fluent Samoan speakers

infusing these cultural elements into a formalized and culturally-relevant Samoan language curriculum, LFSLC developed modules through the three year project that focused on fostering, especially among the youth, a sense of confidence and pride in Samoan heritage.

## Project Outcomes and Results

LFSLC increased access to Samoan language education in O'ahu by offering 12 different classes for five hours on Saturday's and week-long programs during school breaks reaching over 700 youth, 150 families, 100 adults and developing 54 new fluent Samoan speakers from different age groups. By

2016, LFSLC grew to include sites at the Island Family Christian Church in Honolulu, Ierusalema Fou CCCAS in Kalihi and First Methodist Church in Waianae. The support and coordination of these faith-based organizations was fundamental to the project as churches play an important role in Samoan society and are often considered urban villages on O'ahu. With the addition of these new sites, LFSLC could reach a larger population across the island while decreasing family travel expenses and time to attend sessions. Enrollment in classes increased by 10 percent each year and there continues to be more students than space available to accommodate the rising community need.

With increased enrollment, an increased demand for qualified teachers and supplementary language training occurred as well. LFSLC addressed this necessity by developing over the course of the project a 40 hour teacher training course with an evaluation rubric and teacher certification process. Teacher capacity was also strengthened through the addition of new technology such as updated computers, recording equipment, and iPads that students then utilized to create their own self-directed learning projects, eBooks, and flashcards.

Through the development and creation of a Technology Team, LFSLC teachers and staff received ongoing training and assistance in effectively using technology to engage youth in language learning.

By connecting and partnering with several different universities and organizations such as Keiki Steps, University of Hawai'i, Faalapotopotoga A'oga Gagana a Samoa i Aotearoa (FAGASA NZ) and Sosaiete o A'oga Amata Samoa i Aotearoa (SAASIA NZ) in New Zealand, the project gained access to additional teaching methodologies, professional educator development, and a global exchange of ideas on effective language techniques. LFSLC not only encouraged their own teachers to develop their skills, but through hosting interns and researchers from the Center on Pacific Islander Studies at the University of Hawai'i Manoa.

Many of these same partnerships participated in LFSLC's two-day 2016 Samoan Language Symposium, which brought together instructors, professors, and linguists from around the world to discuss Samoan language preservation, interactive cultural programs, and promising practices at the University of Hawai'i Manoa campus. This successful

event featured an art exhibit, 35 presenters on Samoan language topics and hands-on workshops including the perpetuation of Measina o Samoa (Cultural Treasures of Samoa) such as siapo (tapa), lalaga (weaving), and tatau (tattooing). After completing this first symposium and with over 150 attendees, LFSLC aspires to hold similar events in the future that promote continued collaboration and cooperation across Pacific Islander programs.

Through the symposium, teacher development, curriculum and assessment creation, and site expansion, LFSLC continues to look for approaches to reach the Samoan community and sustain the intergenerational transference of the Samoan language. For this innovative work to increase Samoan language literacy, LFSLC was even honored with a 2015 Bright Ideas Government Award from Harvard University, School of Business.

The resources produced during the three year project period combined with the committed volunteer teachers and dedicated community support, established a strong basis for which the mission of LFSLC can continue. As parents of students now witness their children speaking to grandparents back in the Samoan islands for the first time or youth gain confidence after performing at the Polynesian Cultural Center in front of large crowds, LFSLC understands the importance of empowering younger generations.



# Wai'anae Community Re-Development Corporation

## Ho`owaiwai An Edu-preneurial Youth Asset Building Initiative, Hawai'i

5 years, \$1,246,587

### Project Overview

From 2011 through 2016, Waianae Community Re-Development Corporation (WCRC), a non-profit organization based in Wai'anae, HI implemented a NABI project to expand WCRC's Individual Development Account (IDA) program, increase academic and financial education support activities and empower youth through leadership and participation in kauhale (community-based) social enterprises.

WCRC specifically focuses on the next generation of youth leaders that reside in the local Wai'anae community, which is located on the rural west side of the island of O'ahu and includes a large population of Native Hawaiians that often encounter significant socio-economic barriers. By connecting this Ho`owaiwai asset building project to WCRC's pre-existing organic agriculture (MA'O Community Food Systems Initiative), and other youth leadership training programs, WCRC assists Wai'anae youth to overcome negative stereotypes, foster a sense of community and cultural pride, strengthen local food security, invest in higher education, and reach towards self-sufficiency.

When youth decide to commit to WCRC's grassroots flagship MA'O farming program, they must dedicate at least two-years to interning on the farm, attending school, and earning credits towards an Associate's or Bachelor's degree. Youth that successfully participate and complete one full year in an internship program have the additional option to create an IDA to match and increase income earned during their paid work experience to utilize for post-secondary education or transportation expenses.

During their paid agriculture internship, which is approximately 20 hours a week, youth participate in financial literacy classes, educational workshops, and



*MA'O youth participants cleaning and packaging produce for sale to local grocery stores, restaurants, and farmers markets.*

### Key Findings

- Located funding for 146 Youth IDA's for higher education and transportation needs
- Created and offered culturally relevant financial literacy courses and workshops
- Utilized traditional Native Hawaiian knowledge to build youth assets and empowerment

assist in the full operation of the 24-acre farm from planting, harvesting, packaging, and selling of over 50 products. It is a hands-on entrepreneurial, agricultural, educational, and financial experience that youth gain real-life business and leadership skills to help them succeed as adults in college, employment, and their communities.

Other internship opportunities were available to youth beyond agriculture including technology and media experiences. These internships provided youth hands-on skills in local Hawaiian media production and eligible youth could receive matching IDA funds as well.

WCRC focused on providing a cultural, compassionate, and practical framework of asset building to youth by connecting financial curriculum to Native Hawaiian values including what traditionally constituted assets such as family, water, and land. By weaving in cultural knowledge and an emphasis on community, WCRC wanted to create a “lineage of savings” through youth cohorts that learned, worked, and saved together.

## Project Outcomes and Results

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While MA‘O farms existed since 2006 with several 100 youth matriculating through the program, this particular Ho`owaiwai project worked to convene staff, stakeholders, Program Directors and partners in a way to fortify organizational capacity and increase the number of youth utilizing IDA’s.

By working with the Thomas Vincent Foundation, W.K. Kellogg, Office of Hawaiian Affairs, and Kamehameha Schools, the project located matching funds that made funding available for over 140 youth IDA’s and gave youth access to post- secondary education financial support. Through additional partnership building with Leeward Community College, University of Hawai’i, Pacific Financial Aid Association, American Savings Bank, and others, WCRC established a long term community investment in youth IDA’s and found ways to overcome structural barriers to funding streams. Many of these partners also offered workshops in a variety of subjects from healthy living to financial literacy including establishing checking accounts, applying for financial aid or utilizing smart budgeting practices. These partnerships helped strengthen WCRC’s IDA program sustainability and provided additional mentors, knowledge, and resources to the program.

Participating youth were required to attend several financial literacy courses throughout their internships and learn to manage their stipends and IDA’s. These workshops and seminars were vital to providing youth with practical skills and enforce early-on positive saving habits. By instructing youth in financial education and providing IDA accounts, WCRC offered a way for low- income youth to not only acquire important work experience and life skills, but have an avenue to save and understand how to budget for expenses throughout their lives. One

student that participated in this project saved 10,000 dollars and utilized her IDA to assist in paying for her higher education. Another youth that previously was in and out of homelessness, created a bank account with an IDA, saved for a vehicle, and became the main earner for his family.

While the IDA acts as an important carrot to push youth to save and earn extra income, the results from this Ho`owaiwai project were often beyond financial gains for many participants. Project staff frequently saw youth experience increased confidence as interns that worked hard to make a living wage and build savings to pay for expenses on their own. MA‘O farm prides itself on being youth run and operated, including daily sales to grocery stores like Whole Foods, high-end restraints like Roy’s, and weekend farmers markets.

This youth-driven focus provides a structure of empowerment where youth are the ones making decisions, managing productivity, and succeeding as a team. Each youth cohort must teach the next group of interns the responsibilities of running the farm, which fosters an environment of continuous learning and strengthens peer-to- peer bonding. With this emphasis on teamwork, role-modeling, and leadership, often youth share in a sense of community and feel cultural pride that may have not existed prior to entering the program. As one WCRC staff member stated, “By changing the youth perspective, it changes their lives.”

WCRC wishes to expand its current operation and programs by continuing to offer internships and financial resources to Wai‘anae community members. Through ongoing partnership building and the development of cohorts of youth that have smart spending skills and increased access to education, WCRC hopes to build a positive cycle of self-sufficient Native Hawaiian individuals and families that are connected to their culture that proudly and successfully contribute to the lasting health of their communities.

*“As with Hula that is passed down from generation to generation and a taught cultural practice, financial literacy is a learned behavior and each time it is taught, it is perpetuated” –WCRC Project Staff Member*

# The Language Conservancy

Apsáalooke Language Curriculum Project, Indiana

2 years, \$ 299,965



## Project Overview

The Language Conservancy implemented a Native Language and Preservation and Maintenance grant from 2014 through 2016 to promote the survival and continuing vitality of the Apsáalooke (Crow) language. The long-term vision of the project is to ensure that the language is part of every Crow child's school day from kindergarten through high school on the Crow Indian Reservation.

While the Crow language is one of the most widely spoken Native languages, most recent US Census data shows that 80 percent of fluent speakers are over the age of 50. Therefore, language revitalization depends on increasing the number of youth speakers. Prior to the grant, the Conservancy had created Level One of a K-12 sequence of language instruction Textbooks and Audio CDs on the Crow (Apsaalooke) Language. The ANA grant's objectives were to create Level Two and Three materials, supported by two Crow Summer Institutes to provide effective teaching materials and professional skills training for educators.

## Project Outcomes and Results

The Conservancy partnered with 10 local schools to distribute the Crow language materials, resulting in 1451 Crow students having access to the language training and ongoing support to help their schools implement the curriculum.

While the language is still in decline, there is less denial about the danger the language is in, and there is a growing group of Crow language activists and learners. The track-record of success demonstrated by the Level 2 and 3 Crow project has served as a model and inspiration to other tribes in their work towards language revitalization. As a result, the Crow people are excited about revitalizing and rebuilding their language, starting with the youth.



*Crow Summer Institute participants at Little Big Horn College*

## Key Findings

- 10 school partnerships developed
- 1451 students and 15 teachers served
- Level Two and Level Three Crow language instruction textbooks
- 2 Crow Summer Institutes to train teachers

*“There is learning and discussion happening even in the hallways. There’s a great openness, willingness to share and interest in discussion. Everyone is more than comfortable sharing ideas as they are trying to add on to their Crow language proficiency; there is a level of collegiality between students and teachers that adds to an evolved professionalism in teaching. I think this level of exploration is critical. And everyone is having fun, which is the most important thing!” – Crow Summer Institute Teacher*

# Indian Township Passamaquoddy Development Agency



## Passamaquoddy Maple Syrup Ventures Project, Maine

3 years, \$1,677,546

### Project Overview

The Indian Township Passamaquoddy Development Agency is a development corporation and tribally designated organization aimed at building economic independence for the Passamaquoddy Tribe. Between 2013 and 2016, the Indian Township Passamaquoddy Development Agency created two successful Tribal businesses and trained Tribal members. For many years, the tribe has had 65,000 acres of land with plentiful sugar and rock maple trees. However, the tribe did not have enough startup capital, nor technical expertise to harvest the potential maple syrup. Prior to the project, the tribe only had joint partnerships with other businesses for economic development. Working toward the goal of business creation, the Passamaquoddy Development Agency applied and received Sustainable Employment and Economic Development Strategies funding from ANA.

The project began by hiring Passamaquoddy tribal members to establish a maple syrup production company. Passamaquoddy Maple Syrup consists of the Tribal land, trees, tapping installation, and whole sale distribution business. The project contracted with experts in the field to train staff on installing lines and tapping maple trees to produce sap. The staff worked long hours during the winter months to properly tap and collect maple sap through reverse osmosis. Each year, the project installed additional lines and tapped more trees to increase sap production. The project sold all of the syrup to local sugar houses as a wholesale distributor during the first two years.

Additionally, the project was able to remodel and install a pneumatic bottler, hot water equipment, sugar machine, and candy machine through matching funds.



*Bottled Passamaquoddy maple syrup*

### Key Findings

- 2 Tribal businesses created
- 8 Tribal members employed
- 25,000 maple trees tapped
- 10 employees trained

By the third year, the project had created a second business, Passamaquoddy Maple, to sale the syrup to retail markets instead of only as a wholesale distributor. Through the project, Passamaquoddy Maple developed retail market distribution channels, bottling, marketing, branding, and community engagement strategies.

Finally, the tribal government passed two tribal resolutions to take full control over the two Tribally owned and operated limited liability corporations, Passamaquoddy Maple and Passamaquoddy Maple Syrup

## Project Outcomes and Results

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As a result of the project, the tribe has established two viable, solely owned natural resource based businesses. Moreover, this is the first time in tribal history that the tribe fully owns and operates its own business. Now, the tribe has the complete ability to decide how the business profits are reinvested and retained in the community.

Additionally, over 25,000 maple trees were tapped for maple syrup production, which prior to the project were idle and unproductive. Now, these 25,000 trees will continue to provide steady revenue for the tribe. In the first two years, Passamaquoddy Maple Syrup bottled over 113,144 gallons of raw sap for wholesale distribution. By the third year, Passamaquoddy Maple had made 36 barrels of maple syrup or approximately \$150,000 worth of syrup. By the close of the grant, Passamaquoddy Maple had bottled 10,000 glass bottles of syrup and sold 2,500 bottles through retail distribution channels.

In addition to producing revenue and creating businesses, the project also provided training, jobs, and other benefits for the community. In total, the project provided training for 10 tribal members, and employed 8 full and part time Tribal members.

Employees gained more financial security, empowerment, and training. According to one employee, she has gained more financial independence, and can better provide for her family. She and her family are more secure, and she can take care of them. Additionally, her daughter is very proud of her mother and all the work she is doing for her family and community. Another employee developed soft skills and job training that allowed him to get another job. Prior to the project, he was unemployed and lived at home. Through the project, he learned independence, gained work experience, and developed more confidence to move onto another job at the Maine Department of Transportation.

The project also developed a Young Managers Training program to build the administrative capacity, management experience, and business acumen of the younger tribal employees that will eventually take over the business as older employees retire.

Through the ANA grant and additional grant funding, the tribe and project was able to repair bridges and

maintain roads that were vital to accessing the maple trees. These repairs allowed more tribal lands to be accessible to Tribal members that otherwise would not have been repaired by the state.

Finally, the two businesses allow the tribe to take full ownership over their economic investment and shape their community's economic prospects. This autonomy allows the Tribe to move towards greater sovereignty and decision making. Furthermore, this vibrant, sustainable, community focused business has the potential to tap more and more maple trees and yield even more gains for the Passamaquoddy people.



# Hannahville Indian Community

## Aquaponics Development Project, Michigan

3 years, \$520,234

### Project Overview

The Hannahville Indian Reservation is a federally recognized Potawatomi tribe located in Michigan’s Upper Peninsula and has an enrolled membership of 865 people. Historically, the agricultural practices were an important part of the tribe’s culture and identity, though today the community relies on importing food. This has led to higher food prices, limited fresh produce supply, and lower nutritional value which contributes to increasing rates of obesity and diabetes. For these reasons, food security has become an issue of both cultural preservation and public health. Hannahville’s Aquaponics Development Project received three years of SEDS funding to achieve one objective: to build and operate a youth-run greenhouse aquaponics facility that is capable of growing and distributing nutritious fish and fresh produce to the local community including the tribal school, the casino, and tribal households.

The aquaponics facility, located on the site of Hannahville Community Center, is a 10,000 square foot hydroponic greenhouse and a 48,000 gallon aquaculture system. The first two years of the project were spent building the facility and operationalizing the system which is a complex process of recycling fish waste into the greenhouse. The nutrient-rich fish waste from the four fish tanks is directed into the greenhouse where it fertilizes the variety of crops grown. The fish take 14 months to mature and the Hannahville tanks are capable of producing 200 pounds of fillets per year. Meanwhile, the greenhouse produces 400 to 600 heads of lettuce per week, year round. Several employees have received training in greenhouse and aquaponics management and are looking to make a career in the field.

### Project Outcomes and Results

The facility is located on the grounds of the Hannahville Community Center where youth and family services are offered. The project’s director



*Aquaponics Director with Student volunteers in the greenhouse section of the facility.*

### Key Findings

- 3,780 square feet of aquaponics facility built
- 8 partnerships formed
- 20 youth employed

recruited interested youth to help build and manage the facility. Once construction was complete high school students were encouraged to work in the greenhouse in exchange for school credit. This work included technical aspects such as monitoring and maintaining the pump and filtration systems, leading greenhouse tours to community groups, conducting outreach, and selling produce at local markets. There are 20 youth who regularly work in the facility. Because these youth were a part of its construction and establishment, they have a strong sense of ownership in the project.

By the end of the project’s third year it was generating enough revenue to maintain operations. Demand for fresh produce from the casino alone exceeded capacity and the project had to set aside a portion of the produce for the farmers market and school. The tribe uses produce from the aquaponics facility in its U.S. Department of Agriculture’s Child and Adult Care Food Program and Summer Food Service Program, which ensures that local food is provided to

Tribal children and offset costs to the tribe. Currently the project is planning to expand its operation by building an on-site processing facility, adding bays to the greenhouse, and increasing the number of fish tanks.



# Bdote Learning Center

## Indigenous Languages through Language Immersion Project, Minnesota

3 years, \$1,677,546

### Project Overview

Between 2013 and 2016, the Bdote Learning Center’s Language Immersion Program founded and opened a Dakota and Ojibway Language Charter School in Minneapolis, Minnesota. For many years, the Minneapolis American Indian community had a goal to start a language immersion program for school-age children but did not have the funding and resources.

Moreover, prior to the project, there was no school or teachers providing full time language immersion instruction in the city. Through the grant, the project secured accreditation and began the process to start and staff a charter school.

Bdote spent the first year of the grant establishing the charter school, including: creating policies and procedures related to governance, finance, program model, evaluation design, and operations of the school. The staff hired language teachers, a nurse, social worker, set up a school lunch program, and bus transportation. Additionally, the project secured a school site and set up the school classrooms and infrastructure to begin teaching students the following fall. The project formed committees to recruit parents, students, and community members.

Concurrently, the project staff began developing curriculum units in Dakota and Ojibway. A curriculum committee along with staff developed place based, interdisciplinary curriculum focused on the seasons for each grade level. The project also translated and created new books and materials to supplement the curriculum units throughout the grant. Once classes began in the second year, the project piloted, implemented, revised and evaluated the curriculum. During the fall of the second year, Bdote opened its doors and provided two language immersion tracks, Lakota and Ojibwe, for kindergarten to third grade. Most classes combined two grade levels into a single class. The following year, Bdote expanded to teach fourth and fifth grade



*Chart depicting the names of animals in Native Language.*

### Key Findings

- 1 Dakota and Ojibway immersion elementary charter school founded
- 12 immersion classrooms taught in 2 years
- 100 language curriculums created and 45 books translated

language immersion, for a total of six language teachers and classes.

### Project Outcomes and Results

Through their ANA funding, the project was able to found and open a K-5th grade language immersion charter school. This project provided the funding to launch a new and thriving language immersion elementary school that serves the large Native population throughout the Minneapolis area.

Bdote created more than 200 policies and procedures to guide the new school. In total, the project taught six language immersion classes per year for a total of twelve full time language classes. Bdote taught seven Ojibwe classes and 5 Dakota classes within the

respective tracks. During the two years of teaching, the school size averaged 68 students with a peak of 85 students enrolled. Over two years, the school provided over 2,500 hours of language instruction, and held 362 classes for students between the ages of six and nine. By the end of the project, there were 75 novice speakers, 40 beginner speakers, and 15 intermediate speakers.

Additionally, the projected developed more than 100 language curriculum units, translated 45 books, translated 5 science kits and reading materials, and developed and translated a school song in Ojibwe and Dakota. Bdote also developed and implemented Minnesota Benchmark Assessments to comply with state elementary school standards.

Moreover, Bdote is the first immersion language school in the area to be centered on a Native paradigm and focuses on indigenous knowledge and culture while achieving high academic success. This indigenous approach to education and language has united the community and families. According to one parent, families do not approach the school defensively but instead parents and children enter the school as a family.

The project has also encouraged more Native language and cultural practices in the home. For example, one mother mentioned that they incorporate Ojibwe in the home and it comes more naturally now that their son attends to Bdote. Although she knew Ojibwe, she did not use it at home. Moreover, she and her son have begun smudging and incorporating more cultural practices at home and with their extended family. Furthermore, students have learned cultural beliefs, values, and protocols that they have then been able to share with their parents, siblings, and the larger Minneapolis Urban Indian Community.

Going forward, Bdote hopes to expand to additional grades and provide language immersion to ensure the students become keepers of indigenous knowledge and language.

*“There is no way you can walk into Bdote and not be affected. We must function as a family in an interconnected way. It has to work that way. Be it sharing resource, to listening, to working together. They are approaching problems together and gathering around it... I've learned how powerful we really can be as a collective. I've seen more coming together as a community to make these changes. I don't feel the language will die if this school is here.” - Beth, a teacher and parent*



# Minnesota Indian Women’s Resource Center

Oshki Wayeshkad (New Beginnings) Project, Minnesota  
3 years, \$487,052

## Project Overview

The Minnesota Indian Women’s Resource Center (MIWRC) is a non-profit community organization that provides social services and education to American Indian women and their families in the St. Paul- Minneapolis area. Between 2013 and 2016, the MIWRC implemented a Social and Economic Development grant. The Oshki Wayeshkad Project provided emotional, cultural, and life skills coaching and employment and professional training to female youth between the ages of 16 and 21. Prior to the project, many of the youth had limited knowledge of work place professionalism and lacked information about college and employment opportunities.

During the grant, the project provided emotional, social, cultural, and academic services tailored to participants’ specific needs. A caseworker would begin by conducting a one-on-one interview assessment, identifying specific needs, and providing appropriate services focused on both the individual teenager, and her family. Then, the case worker would provide continuous intensive case management. This included home visits for support services and addressing the needs of everyone in the home. Project staff would conduct weekly home visits with the youth and their families. On average, the project serves 15 to 20 youth at a time.

The project caseworker would regularly meet with school counselors to provide support to the youth in the program. Together with the counselor and teachers, the caseworker would provide additional academic support, advocate for the students, mediate and resolve school and home conflicts, and provide positive role modeling and guidance to the participants. Additionally, the project provided training on professionalism and employment. For example, the project helped participants prepare resumes, held mock interviews, complete job applications and set goals to employment. Towards



*Taylor Broome, project staff, meets with school counselors to discuss student progress, challenges, and support*

## Key Findings

- 30 youth received support and case management
- 70 community members attended language camps
- 3 participants employed, 3 participants enrolled in college, and 2 participants completed internships

this goal, the project helped a few participants find internships or job opportunities and training through the school. The project also provided cultural competency trainings for some of the local companies in the community.

Finally, the project provided cultural support for the participants. This included bringing participants to sweats, ceremonial gatherings, and other events. The staff started a language program as part of the cultural support system for the youth and community. The project hosted language weekends that focused on teaching language through songs and stories. Starting in year two, every 6 months the project would hold a 2.5 day long Lakota language weekend camp. The project also held a Star Lab to point the constellations

at night to learn the star knowledge and cultural beliefs.

## Project Outcomes and Results

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Through their ANA project, MIWRC provided supportive services for 30 young women. The project impacted clients, families, and the urban Indian community in the Twin Cities.

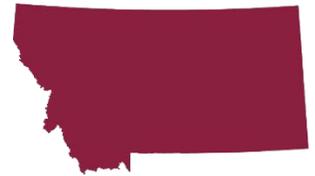
The program provided a stable place, and positive and supportive guidance and advocacy for the youth participants. The individual casework provided numerous benefits and support for the participants. For example, one student applied and was accepted into a college program because of the educational and professional support. The project staff even helped the student navigate the system and gain housing. Moreover, one participant remarked that the program “provided support and a safety net in an emergency.” In another instance, a participant was living with an abusive partner. The project staff helped the woman move and find employment, and provided support to attend dialysis and medical appointments. The project staff also helped another homeless, pregnant youth gain housing, enroll in school, find employment, and gain childcare.

Through ANA funds, the caseworker helped several participants enroll in the school based, workforce development and life skills program. The project also connected participants with better work opportunities. Staff partnered with the school to start a small coffee shop for two participants with disabilities to learn how to run a business and handle money in a low pressure environment.

In total, three participants obtained new jobs, three participants began higher education or professional training programs, and two participants interned at a local business. Additionally, the truancy rate for project participants has dropped considerably. Many participants that previously missed school now attend school and have decreased behavioral infractions.

Finally, the project reconnected participants to their culture and language. In total, the project hosted four language camps over the weekends for 70 community members. The language community classes provided context and culture behind the language, and helped to establish and reaffirms the youths’ identity and culture. As one project staff said, “when you can speak the language, then you know who you are, and

know your purpose, and know where you come from.” Looking forward, the project hopes to continue to build relationships and partnerships to help the Minneapolis Urban Indian community.



# Native American Development Corporation

Start-Up Project Management for Northern Plains Rural Reservations Project, Montana  
3 years, \$660,984

## Project Overview

Throughout the 19 reservations across Montana, North Dakota, South Dakota, and Wyoming there is an insufficient level of economic activity on rural Indian reservations, creating a lack of jobs and leading to high levels of economic distress.

In order to increase the level of economic activity the Native American Development Cooperation (NADC) implemented a Sustainable Employment and Economic Development Strategies grant from 2013 to 2016.

NADC is a certified Native Community Development Financial Institution that offers affordable capital and flexible financing options to businesses of all sizes which are owned by, serving, and creating jobs for Native American people on and off the reservation.

Over the course of the three years of the grant NADC provided start-up project management services and packaged financing options to help launch three economic development projects through a newly created, wholly owned NADC subsidiary. With the hopes of developing financing capacity NADC added a new, flexible loan product and provided professional development opportunities for loan staff, to grow loan volume by 100 percent in those three years.

## Project Outcomes and Results

As a result of grant funding 200 previously unemployed or underemployed individuals were employed from the project partners that received start up project management. This project's impact was far reaching with a multitude of economic development projects experiencing great success.



*Nation Building Empowering Economic Development Conference hosted by NADC.*

## Key Findings

- Increased loan volume over 100 percent
- 200 jobs were created
- Secured over \$1 million in excess loan capital

Financing was provided for the construction of The Fort Peck Wellness Center on the Fort Peck Reservation. In addition to creating 60 jobs, the \$18 million new building will address the health crisis facing the Fort Peck Tribal members by encouraging community lifestyle changes and working to reduce the prevalent chronic yet preventable diseases throughout the community.

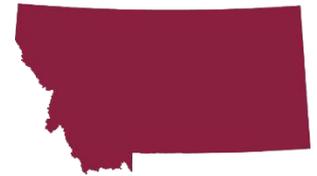
Another outcome of the grant that had a positive impact on the community is the establishment of the Lodge Pole Trading Post & Healthy Foods Cooperative in Lodge Pole, Montana. With Financing from NADC, the Lodge Pole Trading Post and Sustainable Foods Cooperative is a \$650,000

community food store project in a “food desert” on the northern end of the reservation. NADC has also evaluated a branded natural beef project as a part of a sustainable foods program. Approximately 65 tribal members have been involved in community meetings, tribal council meeting, and Island Mountain Development Group meetings at the reservation.

Standing Rock Sand & Gravel is a for-profit corporation which will operate as a wholly owned company under the Tribal Employment Rights Office division of the Standing Rock Sioux Tribe. Its purpose is both to sell aggregate that it mines from suitable tribal locations and provide on-the-job training to a number of tribal members in crusher and heavy equipment operation.

This \$3 million independent business and training program will provide crushed rock to the tribe and surrounding governments rather than buying rock from off-reservation, non-native businesses. During the three year grant period, NADC more than doubled their loan volume and have provided loans in excess of 1.1 million. They were also able to secure additional loan capital in excess of one million dollars.

The new jobs, business enterprises, and services provided from this grant are very real benefits to the economic security of the communities that NADC serves.



# The People's Partner for Community Development

To Provide Support and Services to Low Income Families and Individuals to Become Economically Self-Sufficient for the Long Term Project, Montana  
5 years, \$547,310

## Project Overview

The Peoples Partner for Community Development (PPCD) is a nonprofit community development corporation serving the Northern Cheyenne Indian Reservation in rural southeastern Montana. Its mission is to be a community partner that stimulates economic development on the reservation by providing financial opportunities for reservation residents to gain self-sufficiency, self-determination, and to enhance the quality of life for the reservation community.

Target market residents face barriers to greater access to financial systems, products, and services. Some barriers are related to external issues like low population density and remote geographies. Others are related to limitation in capacity to obtain and use traditional financial tools due to low income, lack of employment, lack of collateral and/or equity, or limited positive interactions with financial institutions.

From 2011 to 2016, PPCD implemented a NABI grant to assist low income families and individuals move towards greater self-sufficiency by accumulating savings and purchasing long term assets.

The goals were to have 75 individual development account holders reach their savings goals and accessed their chosen asset, for PPCD to become a certified Community Development Financial Institution, and for at least 20 community members to complete a credit repair initiative that results in raising their credit score by an average of 75 points and/or raise their credit score above 600 which allows them to participate in asset building.



*The project director and other staff participants receiving an award from the Governor of Montana*

## Findings

- 45 community members increased their credit score
- PPCD received CDFI status
- 75 IDA holders reached savings goals

## Project Outcomes and Results

As a result of this project 45 clients and community members completed a credit repair initiative raising their credit scores by an average of 75 points, over twice as many points as the intended target of 20. The PPCD received Community Development Financial Institution status by the end of the grant which means they can receive federal funding through the U.S. Department of Treasury. This federal funding will allow PPCD to better focus on personal lending and business development to assist

individuals, families, and entrepreneurs create better lives and a stronger community.

The 75 Individual Development Account holders were successful in reaching their savings goals thereby accumulating savings and purchasing long term assets. PPCD's efforts worked to assist low income families and individuals move towards greater self-sufficiency. The activities throughout this grant helped families take the next step in building a true private sector economy on the Reservation and strengthen the economy.



# Indian Center, Inc.

## Community-Based Ponca Language Dictionary Project, Nebraska

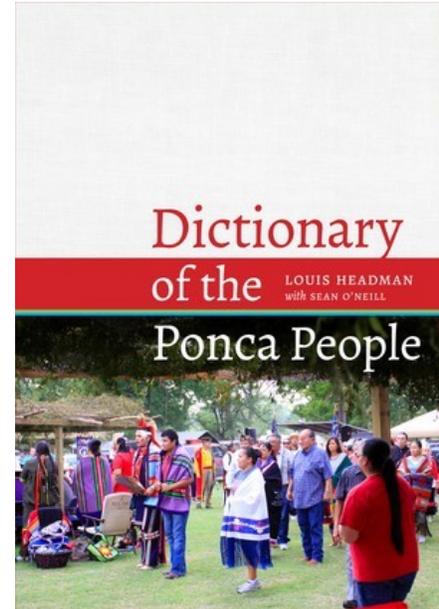
5 years, \$ 292,545

### Project Overview

Indian Center Inc. (ICI) in Lincoln, Nebraska implemented a Native Language Preservation and Maintenance grant from 2014 to 2016. The ICI worked on creating a Ponca Language Dictionary and smartphone app to preserve the Ponca language. According to the ICI, the Ponca language is a critically endangered language and on the brink of extinction, with only a few speakers who are all over 60 years old. There are only a few fluent speakers left alive, and there was no credible or viable Ponca Language Dictionary in existence to support language preservation and revitalization. The Dictionary was created to preserve the language and the app was created to promote language accessibility for new learners, both resulting in the support of Ponca language revitalization.

Louis Headman, Ponca elder and leader of the project, brought his initial manuscript that he had been writing "for fun" to the ICI, and the ICI encouraged him to get a grant to work more on the manuscript. The ICI helped him initiate the partnership with University Nebraska-Lincoln Press, the preeminent publishing organization for Native American literature. They also provided space and resources for community meetings to see which elders were able to participate in the project.

University of Nebraska-Lincoln Press set up a unique peer review process for the manuscript so that the elders would be the ones editing and reviewing their own manuscript. They also worked with a Native linguist and computer coder to create a specific Ponca font for the project. The elders were so committed to seeing the dictionary be successful, meetings were increased to twice a week. In fact, even after funding ending, elders continued to meet to create additional entries for the dictionaries.



*Cover of the Dictionary created from the project, published by the University of Nebraska-Lincoln Press*

### Key Findings

- Over 4,000 Ponca language entries created for the dictionary
- Council of elders formed to guide language revitalization efforts
- Dictionary published and smartphone app created

### Project Outcomes and Results

The Dictionary was published by University of Nebraska- Lincoln Press, ensuring that the language is recorded and the resources can be used to teach and remember the language beyond current elder speakers' lifetimes.

The original goal for the number of Ponca word entries in the dictionary was around 3000; however, as a result of the unrelenting work of the Ponca elders, the entry count exceeded the original goal by over

1,000 entries, resulting in over 4,000 entries total in the dictionary.

Additionally, the elders were able to develop and cultivate relationships among each other through speaking and re-learning the language together, which is especially important after the Ponca people have experienced decades of suppression and discouragement of language usage.

The current status of the language is still endangered; however everyone involved in the project understands that the work will never end, and this project is really just the beginning. The project resulted in a real sense of pride and hope for the elders, who saw the importance of their contributions creating everlasting community change. They are also excited that they might still see in their lifetime the revitalization of the Ponca language due to their efforts in this project. .

*“It felt great to sit with other elders who experienced the same efforts to prevent us from speaking our language as children. We were able to heal with each other and learn how to feel comfortable speaking at all again, especially in front of other people. It was also interesting how much you can recall from so long ago. Sometimes there are stories attached to how you remember a specific word, so we were able to learn a lot from each other and laugh with each other.” – Ponca elder participant*



# Pueblo of Pojoaque

Tewa Language Immersion Project, New Mexico

3 years, \$802,948

## Project Overview

The Pueblo of Pojoaque, located 20 miles north of Santa Fe, New Mexico, has seen a rapid decline in the number of people who speak the traditional language, Tewa. By 2013 there were only seven fluent speakers remaining. In order to save the language and preserve the customs and stories of the Pueblo, the community developed a language revitalization plan, in consultation with tribal elders, youth, educators, and a language consultant from the Indigenous Language Institute. The ANA funded Tewa Language Immersion Program implemented this revitalization plan at the Pueblo's Early Childhood Center (ECC), a school and youth center that serves Pojoaque children between the ages of six months and five years.

From 2013 to 2015, the Pueblo of Pojoaque implemented an ANA Preservation and Maintenance Project with objectives to develop age appropriate language resources, train language instructors, and develop a language immersion curriculum for four different age groups. The project recruited language instructors from nearby communities and in collaboration with the University of New Mexico and the Indigenous Language Institute gave them language instruction in methodology. Once the program had eight, trained language instructors they were able to develop instructional materials such as a home curriculum guide for students' families, language instructional coloring books, and a guide to culturally significant events such as Feast Days. The language instruction methodology also allowed the teachers to perform regular language assessments with students to determine their progress.

## Project Outcomes and Results

The project completed three objectives to achieve its goal of establishing an immersion school for children aged three months to five year olds. These three objectives were to recruit and train language



*Pojoaque youth in front of the Early Childhood Center*

## Key Findings

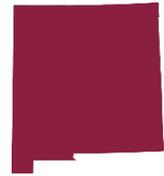
- 6 Tewa lesson plans developed
- 10 Native-owned businesses supported
- 52 children receiving full-time immersion education

instructors, create age-appropriate language instruction resources, and to develop a curriculum.

In addition to language teachers, the program recruited Tewa language consultants who served as cultural liaisons with the other Tewa-speaking Pueblos to develop cultural lessons to enhance the project such as songs, dance, and crafts that were used in classrooms. The project hosted two community conferences that targeted parents of students and had attendees from Pojoaque, neighboring Pueblos, and the Dakotas. From these conferences the project was able to develop assessment tools for the teachers as well as the concept for the Tewa Power Hour.

The Tewa Pour Hour is a program where a rotating group of family members will come in to ECC in the morning where, with their child, they receive Tewa language instruction while doing an activity. The project received a Kellogg grant to fund this

component of the project which was fully implemented in year three.



# Pueblo of Zia

## Sustainable Agriculture, Farmers' Markets and Growers Cooperative Project, New Mexico 3 years, \$1,049,338

### Project Overview

The Pueblo of Zia is located in Sandoval County, 35 miles northwest of Albuquerque, N.M. The small community of approximately 850 residents has a median income that is 44 percent below the national average. In lieu of pursuing gaming enterprises, the Tribal government has committed to economic development through on-land leasing; mining; and traditional arts, crafts, and local produce. The Tribal government created a Zia Enterprise Zone (ZEZ), a master plan of economic development in the community that, in part, identified fallow land as an underutilized resource for economic growth. In addition to agricultural revitalization, the ZEZ also envisioned a traveler's plaza that would be a market for traditional arts, crafts, and local produce.

The Pueblo of Zia Sustainable Agriculture, Farmers Markets and Growers Cooperative was a three year SEDS project with a goal of establishing a sustainable tribal economy based on agricultural production that supports the ZEZ. The project established the Pueblo of Zia's Growers Cooperative (ZGC), developed a strategic plan and market analysis for the cooperative, and expanded on preexisting farmers markets in the towns of San Bernalillo and San Ysidro. The project anticipated these markets to provide local, small scale farmers a reliable market to sell their produce while giving consumers access to products with nutritional and cultural value as well as establishing a physical location where education and outreach activities can be held.

The market in San Ysidro will also incorporate food stalls and small retailers and prepared food vendors.

### Project Outcomes and Results

The three objectives of the project were to establish the ZGC, develop a strategic plan and market analysis for the newly formed cooperative, and expand the



*Construction of the San Ysidro Farmers' Market*

### Key Findings

- 75 Planter boxes distributed
- 2 farmer's markets enhanced
- 15 agricultural trainings held

San Bernalillo and San Ysidro site location for two Pueblo Farmers Markets. The project faced immediate challenges due to lack of community buy-in so the tribe conducted outreach activities and incentives for residents to join the newly formed ZGC. These incentives included trainings to community members in small-scale gardening, the distribution of planter boxes, and free access to the tribally owned tractor. In years one and two of the project ZGC held monthly workshops led by extension agents from New Mexico State University in topics ranging from seasonal crop rotation, soil analysis, and composting. The project also purchased a mid-size tractor in year 1 to do field work for Tribal farmers. A process was established for people to access the tractor by notifying the council and filling out a work order. The tractor service was used to clear fields, harvest, and level fallow land for an orchard. Finally, ZGC distributed over 75 planter boxes which are small, elevated boxes that allow garden crops to be grown over an extended growing season.

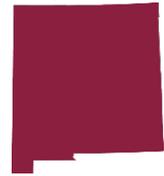
In addition to the formation and organization of the ZGC, the project made infrastructure improvements to the Bernalillo farmers market which led to expanded operations. The Bernalillo farmers market is held twice per week on Pueblo owned land and on average there are 20 vendors per market day. The project installed a much needed shade structure, added a more secure fence, and did targeted advertising to the larger community. The results were increased applications for vending permits at the market indicating a larger demand for produce at the farmers' market.

In addition to the Bernalillo market, the project supported the ongoing development of a travelers' plaza that is being built on Zia Trust land in San Ysidro. In addition to the farmers' market, the travelers' plaza will have a cultural center, Zia art gallery, and stall for food vendors. Once the San Ysidro traveler's plaza is complete it is expected that the concentration of businesses will establish collaborative marketing and community events.

# Santa Ana Pueblo

## Vineyard Project, New Mexico

3 years, \$826,369



### Project Overview

The Santa Ana Pueblo received a three year SEDS grant in 2012 to expand the Pueblo’s ongoing agricultural program to include a 30 acre vineyard. Agriculture is an integral component of Santa Ana’s lifestyle, culture, and traditional economy. Today, approximately five percent of tribal membership is involved in any form of farming. The implications of this are that many culturally sensitive farming practices are being lost, tribal members are leaving the community for work, and tribal land within the greater Rio Grande watershed is increasingly being left fallow and irrigation systems are falling into disrepair.

Twenty-five years ago, to promote the tribe’s commercial markets, agribusiness opportunities, and agricultural sustainability the tribal government established the Agricultural Enterprise Department. The Agricultural Enterprise Department successfully manages a tribal farm, a wholesale plant nursery, a retail garden center, and a grain mill. The Vineyard Project set out to establish 30 acres of vineyards on fallow land. By doing so, the Agricultural Enterprise Department continues its mission of promoting agriculture practices, utilizes its current water allowances, adds desperately needed jobs for its community, and increases overall revenue for its community members.

### Project Outcomes and Results

The project had a single objective: to plant and manage a 30 acre vineyard on tribal land. To achieve this objective the Agricultural Enterprise Department had to acquire 30 acres of Tribal Trust Land. In order to obtain the land the project had to complete historical and environmental impact studies. Once the land was acquired, the project could purchase equipment, dig a well, hire and train staff to build the required infrastructure, and plant the grape vines.



*Santa Ana’s newly established vineyard*

### Key Findings

- \$74,000 in revenue generated.
- 5 Partnerships formed.
- 30 jobs created.

Due to the time it took to acquire and clear the land, the planting of the vineyard did not occur until May of the second year. In two weeks the project installed 30,000 posts and trellises and planted 30,000 vines across 30 acres. The vineyard currently has Chardonnay, Pinot Noir and Pinot Monnet varieties of grapes.

Maintenance of the vineyard required 25 seasonal employees and two full-time employees for the third year’s harvest. All of these employees received hands-on training from New Mexico State extension agents in how to prune and care for the plants, handle the harvest, and maintain the vineyard. The grapes have a short, 10-day harvest window which means the project needs a lot of seasonal workers. The fourth year’s harvest will require 40 seasonal employees. As the project expands the Project Manager hopes to convert some of these seasonal employees into regular employees

Gruet Winery is a key partner in the Vineyard Project having committed to purchasing all grapes grown by the Pueblo of Santa Ana. Since the establishment of the vineyard, the winery has purchased \$74,000 of

grapes. The project has proven itself to be a viable business and intends to increase its scope by expanding to 200 acres in the coming years.

# Santa Fe Indian School

## Learner-Driven Intergenerational Language Learning Course for Multiple Languages at the Santa Fe Indian School

Project, New Mexico

3 years, \$439,878



### Project Overview

Santa Fe Indian School (SFIS), a Tribally Controlled Grant School, has an enrollment of 700 Native American students representing the 19 Pueblos Tribes of New Mexico, the Navajo and Apache Nations, and other tribes from the region. In 2012, the school conducted a survey in which 80 percent of the students indicated that they wanted a Native language course for their heritage language. Unfortunately, there are over 22 languages represented in the student body making it logistically impossible for the school to satisfy the demand. Because of the shortage of certified language instructors, a requirement for the school to offer credited class, SFIS is only able to offer four native language classes.

SFIS consulted with the Indigenous Language Institute to develop a framework that would allow the school to teach multiple languages. This collaboration resulted in the Self-Study of American Indian Languages (SAIL) course, a learner-driven intergenerational Native language-learning course. The SAIL course was implemented as a three-year Native Language Preservation and Maintenance project titled the Learner-Driven Language Course for Multiple Languages project, an afterschool language program that allows students to study the language of their choice.

Interested students recruited a language mentor, typically a family member or someone from their community, to help them complete the SAIL course and ultimately demonstrate their language skills in the form of a presentation at the end of the semester.

### Project Outcomes and Results

The project had three objectives: to enroll 50 students in the afterschool program over the course of three years, to recruit 50 language mentors to support those



*The front of the SFIS building*

### Key Findings

- 50 students improved Native language proficiency.
- Customized language instruction software developed.
- 50 mentors trained in language pedagogy.

students, and to increase language proficiency by an average of one level each year among the students participating in the project.

In the first year of the project, 22 students enrolled in the afterschool program accompanied by their language mentor. Students recruited mentors from their local communities, such as elders or from their families; many mentors were parents or grandparents. These mentors taught them their respective language, were available to answer questions, participated in cultural and site-based education events, and conducted language assessments of their students. The Santa Fe Indian School provided teacher trainings so that the mentors would be able to conduct these language assessments. At least one

mentor went on to become a certified language instructor. The students used a program that allowed them to track their progress and record new words and phrases.

At the end of each academic year SFIS held a Language Celebrations where the participants in the project would present to the student body and faculty a topic or performance to demonstrate their language acquisition. These presentations typically included a cultural component and varied from a traditional food cooking demonstration to retelling a traditional story in their language.

The master/apprentice relationships that developed between students and their mentors facilitated intergenerational exchanges, transfer of culture and family values, as well as put a focus on the use of Native languages in the home. As one mentor said, “I was the mentor to my daughter, but I had to go to my mother and grandmother to confirm pronunciation and grammar. The project was a family affair. Now we talk to the children in Keres in the home”. By the end of the third year, the Learner-Driven Intergenerational Language Learning Course served 52 students who all increased their language proficiency by at least one level as measured by the North West Indigenous language Institute’s benchmarks.

# Oneida Indian Nation



## Strengthening the Capacity of the Oneida Nation Indian Department of Taxation to Collect Taxes Project, New York 1 year, \$231,334

### Project Overview

In March 2014 the Oneida Nation signed an Intergovernmental agreement with local counties and New York State to start charging sales tax on the reservation. Sales tax revenue generated by the tribe will not be remitted to the State, but rather used by the Oneida Nation for government programs. Prior to the agreement, the Nation collected sales and occupancy taxes on a limited basis, primarily from Nation-owned businesses. These tax collections had been processed through bookkeeping entries. However with this agreement and plans for economic growth, the tribe needed to update its tax infrastructure. ANA funded a one year SEDS project to pay for the design and development of an Internet portal for businesses to file and pay sales tax to the tribe.

This project will grow with the tribe. The Oneida Nation is planning to develop a retail mall and expand its casino services. They see a time in the near future where they will need to collect other taxes, such as an occupancy tax for hotels, and promoters and broadcaster’s rights tax for televised events like boxing and poker tournaments. The online tax portal developed for sales tax collection will also service these new revenue streams.

### Project Outcomes and Results

Through their ANA funding, the tribe has developed and implemented a new online tax portal. The web portal allows businesses to apply for and receive certificates of authority to conduct business and collect taxes on nation land. Prior to the portal, businesses used an antiquated system of mailing Adobe forms into the Department of Taxation. Businesses can now create an account to file sales tax returns and remit them online as well as apply for and receive refunds and credits. This is particularly useful to the vendors that attend trade shows hosted by the casino where they conduct business on the



*The Seal of the Oneida Nation*

### Key Findings

- 9 businesses remitting sales tax through web portal.
- Increased revenue for Tribal services.
- 1 Financial ordinance passed.

reservation for a short period of time. The portal will make their ability to register and remit taxes much easier. The portal also computes penalties and interest for late filing.

Per the agreement with New York State, all sales tax revenue generated will be earmarked for government programs.

Currently these funds are spent on the tribe’s elder and health programs.

*“This project will eventually benefit all Tribal members who in any way access Tribal Government services.”*

*— Tribal Government Official*

# Cheyenne and Arapaho Tribes of Oklahoma



## Cheyenne and Arapaho Living Language Project, Oklahoma 3 years, \$810,390

### Project Overview

From 2013-2016, Cheyenne and Arapaho Tribes of Oklahoma, a federally recognized tribe, implemented a Native Language Preservation and Maintenance grant to create new curriculum, train additional language teachers and increase availability of Cheyenne and Arapaho language education for tribal youth and adults. While headquartered in Concho, Oklahoma, the Cheyenne and Arapaho Tribes of Oklahoma service area includes 11 rural western Oklahoma counties. The tribal population and speakers are often geographically separated and isolated from one another, adding to the difficulty of maintaining two languages.

According to the Ethnologue: Languages of the World, Cheyenne and Arapaho are each listed as “threatened” languages, which is exacerbated by geographic separation and the few certified teachers and resources are available in schools to teach students.

Cheyenne and Arapaho Tribes of Oklahoma recognized the challenges of revitalizing not just one, but two languages and from 2009 through 2012 completed an Early Childhood Language Project that focused on developing materials and lessons for pre-Kindergarten students. However, community members sought expanded classes and levels beyond early childhood education to allow older youth and parents to develop their skills. In 2013, the Living Languages Project started work to address this instructional gap and increase educational opportunities for all ages.

The Living Language Project established a curriculum and teacher training guides for both Southern Cheyenne and Southern Arapaho by collaborating with linguists, fluent speakers, partners, and Tribal colleges. The project found that Northern Cheyenne and Northern Arapaho sources were available, but wanted to particularly focus on Southern Cheyenne



*Living Language Project staff and language class participants*

### Key Findings

- Developed Cheyenne and Arapaho Language curriculum with additional teacher guides.
- 331 youth and 157 elder language class participants.
- 108 Language classes completed.

and Southern Arapaho, which differ from the Northern forms. This new curriculum included pre- and post-test assessments and was utilized for Cheyenne language classes in the communities of Clinton, Concho, Hammon, Seiling, and Kingfisher and Arapaho language classes in Geary, Concho, Canton and Clinton. These weekly one hour language classes are open to all levels giving families a space to attend together and fostering a language-rich environment for children at home.

### Project Outcomes and Results

Through the three year project period, the Living Languages Project created a standardized class curriculum in Cheyenne and Arapaho, launched

teacher trainings, built online resources and offered regular classes that increased community member access to language education that did not exist prior. This project and the additional classes developed 32 new novice speakers and fostered a growing interest in preserving the languages.

The language lessons, multi-media materials, and teacher guides that were created are valuable and sustainable assets that will continue to aide in increasing language acquisition. Teacher capacity improved as eight new teachers completed 186 hours in training on pedagogy and methodology of language instruction. With more teachers and better resources, the Living Languages Project constructed a framework to grow upon and the ability to reach more tribal members.

With the completion of 108 language class sessions, 531 youth, adults, and elders received Cheyenne and Arapaho instruction in eight Oklahoman communities. In addition to classes, students gained access to digital learning materials, language books, and educational field trips such as to the Oklahoma City Zoo to learn the names of the animals in each language. Youth and adults alike achieved new language skills with participants having the ability to introduce themselves in their traditional language, sing songs, understand ceremonial rituals and speak with elders.

While all ages were involved in language classes, a focus was on the younger generations with 331 youth participating in classes and a push to encourage the next generation of speakers to preserve the languages.

The project looks to continue work with school districts and language teachers to offer additional modules, online tools, and class availability. With the support of the community, trained teachers and growing interest, the Living Languages Project will continue to have a sustainable impact on increasing language skills in both Cheyenne and Arapaho throughout Oklahoma.

*“Just to learn the songs is one thing, but to know what they mean is eye opening, it is 100 percent eye opening.”*

*— Parent and Arapaho Language Learner*



# Cherokee Nation of Oklahoma

## Cultivating Language & Nurturing Native Students Project

Oklahoma Project, Oklahoma

3 years, \$721,861

### Project Overview

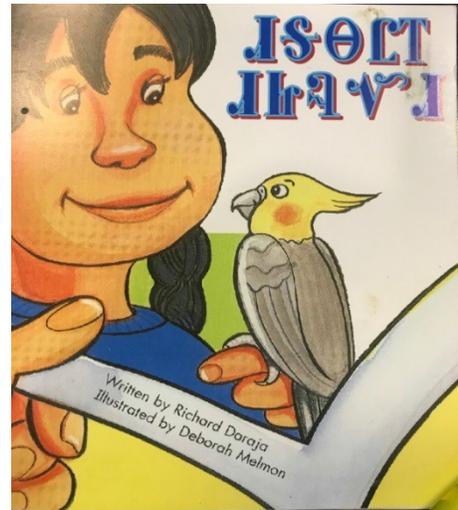
The Cherokee Nation of Oklahoma is a federally recognized tribe in Northeastern Oklahoma. In 2001, the Cherokee Nation founded the Cherokee Nation Immersion Charter School as a critical piece of language revitalization for the tribe. The school originally began as a language nest, and added additional grades each year.

Between 2013 and 2016, the Cherokee Nation Immersion Charter School developed middle school science and math curriculum, elementary school math and reading assessments, and parent teacher engagement meetings. Since 2013, the oldest immersion school attendees had begun to transition from elementary school to seventh and eighth grade without Cherokee Language materials in crucial, core learning subjects. The school also did not have a useful Cherokee language standardized tests for elementary students.

During the grant period, the school developed, piloted, and implemented seventh, eighth, and ninth grade math and science curriculum. The staff used Oklahoma core curriculum standards to translate, modify, and develop new individual lesson plans and larger curriculum units into Cherokee. The staff developed vocabulary, practice assignments, worksheets, learning objectives, activities, assessments, and instructions for teaching the curriculum.

Once the curriculum was developed and piloted, the teachers would revise and modify it. Finally, the school implemented the seventh and eighth grade curriculum in the second and third year. Additionally, the school held monthly parent teacher meetings, evening events, and weekly language classes for parents and families.

Simultaneously, the school began creating standardized tests for third through sixth grade. They established a curriculum committee of fluent speakers



*Cherokee Language Book and Materials*

### Key Findings

- 7th, 8th, and 9th grade math & science curriculum developed in Cherokee.
- 3<sup>rd</sup> through 6th grade standardized assessments developed and implemented.
- 160 Cherokee youth increased speaking ability.

with educational backgrounds. The staff reviewed and adapted a previously translated standardized test to form a baseline. Next, the project created additional new Cherokee standardized tests focused on individual educational development. The committee ensured the assessments aligned with Oklahoma state standards, and the school implemented the new assessments as pre, mid, and post- tests. Then, the tests were reviewed for validity. Finally, the tests were administered to 60 students each year, approximately 15 students per class for the four grades.

### Project Outcomes and Results

Through their ANA funding, the project developed Cherokee language curriculum for 7th and 8th grade

Math, Algebra I and II, 7th and 8th Grade Science, and Biology I. Additionally, the grant developed a Cherokee comprehension and retention test for immersion school students transitioning to high school. The curriculum development also reduced the burden on parents, who previously had to help develop curriculum for each grade level. According to one parent, having dedicated staff to create curriculum reduced the amount of agitation and advocacy at the school. It also allowed a more fluid and seamless curriculum for the children.

Furthermore, the project developed third, fourth, fifth, and sixth grade assessments in reading and math. From these tests, the teachers could finally consistently assess educational development for each grade level and individual students. Moreover, the Cherokee standardized testing encouraged students to challenge themselves and do better. It also provided feedback to teachers on how to improve and identified gaps in curriculum. The Cherokee assessments also boosted students' confidence. Since the state only allows English based standardized testing, many students are disheartened by their state standardized scores. The new Cherokee assessments allow students to be tested in their language of instruction and more accurately reflect their educational development, which had improved their confidence, self-esteem, and morale.

Additionally, the project benefited the community and families, and reconnected families with cultural practices. As one father and community member, Howard Paden, said, "I have seen families get involved with the grounds because their kids go, and a family's kids want to go. They are all speaking the language, playing stickball, and taking spring medicine. It has also helped bring churches and the ground (Cherokee religion) together. The community is seeing all the families as Cherokee, instead of by title or job position. The project has eliminated Cherokee stratification and hierarchy for the families and kids. You must be able to speak Cherokee to run the spiritual grounds. This school and kids represent the future of Cherokee culture, and are the spiritual leaders of our Nation. It is the reality of Cherokee existence." Looking forward, the school plans to develop additional curriculum and assessments for the remaining grade levels.



# Kaw Nation

## Southwind Energy Expansion Continuation Project, Oklahoma

3 years, \$613,467

### Project Overview

From 2013 through 2016, Kaw Nation, a federally recognized tribe, implemented a SEEDS project to build the capacity of their emerging tribal solar energy business, Southwind Energy, LLC. The Kaw Nation, located in Kaw City, Oklahoma, witnessed a demand for mobile light towers, solar powered lighting systems, solar street lights and other renewable energy sources to assist in lighting rural tribal businesses, homes, outdoor events, and other community facilities. In addition, the Environmental Department of Kaw Nation had developed comprehensive environmental regulations, but required more capacity to ensure tribal homes and facilities complied with codes and that tribal members were aware of existing environmental concerns.

Materializing from this market and environmental need was the development of the Southwind Energy, LLC and the creation of a Native American owned and operated business that could provide lighting and solar solutions even in rural locations. In order to assist this business to expand and handle the demand within and beyond the tribal nation, the Kaw Nation utilized this three year project to increase staff capacity, strengthen marketing strategies, build branding awareness, and boost sales of solar products while educating tribal members on the benefits of renewable energy.

The solar products built by Southwind Energy, LLC include light towers with LED lights and absorbent glass mat batteries that can be used for up to 60 hours and are 100 percent clean energy. These light towers provide lighting in remote locations that do not have access to traditional grid lighting options and are green energy sources that can last in emergencies and without maintenance for up to five years. These towers provide an option to businesses, companies, and organizations that are geographically isolated or are looking to light outdoor regions in a sustainable and ecofriendly way. During the third year of the



*A mobile solar tower provided by Southwind Energy LLC to light the entrance of a Kaw Nation convenience store.*

### Key Findings

- Solar powering of Kaw Nation’s travel plazas, convenience stores, parking lots and entrances.
- Development of company website, banners, billboard ads, and marketing materials.
- Assisted charities, schools, and Kaw City Police department by providing solar lighting solutions.

project, Southwind Energy, LLC worked on specializing in-house fabrication and manufacturing of solar lights to offer a custom product that could be ordered for emergency management as well.

### Project Outcomes and Results

Through the development of successful marketing strategies such the creation of an updated website, billboard ads, radio announcements, outreach materials, and banners, Southwind Energy, LLC reached a wider audience and became a recognizable community resource for renewable energy. With additional staff, the company could attend trade shows such as the Solar Power International, RES

Conference, Intertribal Emergency Management Conference, Border Security Expo, South East Builders Conference, and others that gave the company access to important contacts. By securing new wholesale distributors, Southwind Energy, LLC streamlined their manufacturing process and ensured they could offer competitive pricing on solar products. With increased staff capacity, new distributors, and new outreach strategies, Southwind Energy, LLC had the ability to make additional bids for projects, increase sales and obtain business even beyond the Kaw Nation.

Southwind Energy, LLC assisted in powering many different facilities and areas on the Kaw Nation including tribally owned convenience stores, travel plazas, casino parking lots and entrances, and Powwow event areas.

Beyond tribal needs, Southwind Energy, LLC assisted throughout Kaw and Ponca City including schools such as Pioneer Vocational Tech to light entrances and illuminate dark areas for students. The Kaw City Police Department's remote gun range, which is located off the traditional grid, had few options for lighting and benefited from this project as Southwind Energy, LLC provided solar lights and enough energy to keep the range fully lit and open at night for police officer practice.

Often, Southwind Energy, LLC provided free of charge mobile lighting and assistance to local charities or community events such the Memorial Day Ceremony for Veterans, First Baptist Church's remodeling of a needy family's house, Ponca City High School parking lots, and other regional functions. Community members experienced firsthand the solar products at these different events or facilities, which in turn grew interest and knowledge in alternative energy resources.

In addition to local communities learning and benefiting from greater access to solar power and high efficiency lighting, when Southwind Energy, LCC won competitive contracts, it provided employment opportunities for local and Native American subcontractors such as electricians, who were hired on by the company to complete lighting installations and electrical work.

The reach of Southwind Energy, LCC extended beyond Kaw Nation as neighboring businesses and community partners gained a new avenue to obtain

solar lights and renewable energy in Oklahoma. By increasing the company's visibility throughout local communities and nationwide, Southwind Energy, LCC exposed community and tribal members to the possibilities and benefits of utilizing solar energy in homes, schools, organizations and businesses.

# Sac and Fox Nation of Oklahoma

Nhkn Meko Whpychiki Whnahithkiwtoweychi - So That Future Generations Will Know How to Speak Sauk Project, Oklahoma

3 years, \$695,335

## Project Overview

The Sac and Fox Nation of Oklahoma, a federally recognized tribe, received funding to implement a Native Language Esther Martinez Immersion grant in 2013. Since 2013, the Sac and Fox Nation has developed a program to recruit passionate young language learners and provide language immersion to build a cadre of community language leaders. At the time of the proposal, the tribe only had only three elderly, first language speakers and was in desperate need to identify, recruit, and train young second language learners to become the next generation of Sauk language speakers. Unfortunately, soon after the project began one of the tribes' first language speakers passed away.

This reinforced the tribe's need to recruit, train, and teach new Sauk language speaker

With the help of ANA, the tribe began by developing Sauk 1 and 2 language curricula and providing language classes in the local high schools. The project worked with the two local public schools to offer Sauk language 1 and 2 as World Language Credits. The project provided daily high school language classes for nearly three years in two schools.

Additionally, the project developed online high school language classes that meet Oklahoma state standards, and are accessible to students and community members throughout the state.

Unfortunately, the project determined the high school classes were not the best recruitment program for intensive language learners. The project decided to refocus their efforts on summer intensive language institutes and internships.

Utilizing funding from ANA, the tribe developed multi-level internship immersion experiences and summer intensive immersion language institutes for each year of the project. In the first two years, the summer intensive immersion institutes consisted of



*Seal of the Sac and Fox Nation of Oklahoma*

## Key Findings

- 18 Youth Novice High, 2 Interns Intermediate Low, and 1 Young Staff Intermediate Mid on the ACTFL Scale
- 810 Sauk Language Classes Taught to 91 High School Youth
- Sauk 1 and 2 High School Language Curriculum Developed
- 91 Youth and 4 Adults Increased Their Ability to Speak Sauk

four to six hours of language immersion for six weeks. Each institute was broken into Sauk level one and two based on the skill level of the students. Each year, at least 12 students attended the summer immersion program. By the third year, the project held a two week long Sauk level one program and then a more extended six week level two program.

In the second and third year, the project developed a partnership with the Sac and Fox Tribe of the Mississippi in Iowa, whom share the same language. Through this partnership, the project visited the tribe in Iowa and conducted two week long language immersion learning with fluent speakers. By the end of the project, the Sac and Fox had opened a pilot internship site in Tima.

## Project Outcomes and Results

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Through their ANA funding, the project taught 91 high school students Sauk 1 or 2 and provided a total of 810 language classes. Moreover, 18 youth achieved Novice High or better on the ACTFL's language proficiency scale. Additionally, due to the summer intensive language institutes and internships, two interns achieved intermediate low and one young staff member achieved intermediate mid on the ACTFL scale.

The project's partnership with Bacone College also contributed to the college's development of a new Bachelor's degree in Native Language. Prior to the project, the college only offered an American Indian studies degree which required numerous classes in American Indian Studies and less emphasis on Native language acquisition. Now, Bacone College offers a standalone degree in Native Language. Moreover, one of the Sauk language interns was the first student to graduate with this Native Language Bachelor's degree. The project's paid immersion internship both supported him financially and inspired him to pursue a Bachelor's degree in Native Language.

ANA funding also increased the organization capacity of the tribe's language program. For example, the project provided ongoing professional trainings for language teachers, creation and expansion of language curriculum, and the ability to hire two full time language interns. By the third year, the two interns were hired as full time language staff. Additionally, some staff attended courses and training on applied linguistics, applied teaching methods, and curriculum development. Moreover, the Sac and Fox Nation's language program has hired a new local community member in Tima, Iowa to further develop the joint Sauk language program with the Meskwaki Nation. Through this partnership and staffing, the tribe has begun to assist the Meskwaki develop a robust immersion language program.

As the current high school language program was ending, the project developed a 6 week pilot program for digital media, technology, and language learning as their next goal for engaging and teaching Sauk students. The 28 students recruited and attending this online multi-media program are able to incorporate Sauk language learning while developing new language media, film, comic books, and storyboards. Looking forward, the Sauk language program is

excited to engage even more students in language learning through new and creative avenues.

# Confederated Tribes of Grand Ronde

Grand Ronde Cultural Development Project, Oregon

2 years, \$534,450



## Project Overview

The Confederated Tribes of Grand Ronde implemented a SEDS grant from 2014 through 2016 to preserve and revitalize traditions, culture, and history by preserving oral history and by educating members and the public about tribal history and culture.

The Confederated Tribes of Grand Ronde were concerned about Tribal members' lower income and education levels than the general public, attributing it to discrimination and the termination of the Tribe. Their history is one of relocation, termination, and restoration, but not recognition. Further, tribal members did not see themselves represented in public education or as equal participants in their own ceded lands. The tribe was also concerned that tribal elders with knowledge of tradition, culture, and history, who lived through termination and more overt discrimination would soon be passing on and this history would be lost.

In response, through community input meetings and advisory committees the tribe established the Grand Ronde Cultural Development Project. The project included a multifaceted approach to preserving and sharing their history.

The project sought to conduct oral history interviews with elders. This would not only capture their knowledge, tradition, culture and history, but would provide material to create a database with the recorded interview for use in education.

The project developed 8th grade public school tribal history lessons. This curriculum development coincided well with the State of Oregon's acknowledgment of the need for tribes to tell their own story in the history of Oregon taught in public schools.

The final two components of the project included the design of exhibits and the renovation of the Chachalu Museum and Cultural Center. This updated space



*Tim Hart, 7th/8th grade social studies teacher at Faulconer-Chapman School in Sheridan, OR, using the new curriculum.*

## Key Findings

- 65 oral histories completed with elders
- 17 Tribal history lessons completed
- 110 students participated in Tribal history pilot
- 2 rooms renovated into carving rooms at the Museum and Cultural Center
- 1 The exhibit design was completed for the exhibit hall
- 49 participants completed bow and paddle carving workshops
- 104 participants attended basketry workshop

would house curricula and archival materials as well as provide an area to accommodate research, education, and workshops.

## Project Outcomes and Results

The tribal history curriculum exceeded its goal by completing 17 lessons instead of 15, and saw 110 students participate in the pilot, instead of 70. Unique to the Grand Ronde Tribal history curriculum, the Curriculum Development Specialist worked to infuse Grand Ronde culture and history across all subjects. This integrated approach allowed native and non-native students to experience tribal history not as a stand-alone subject, but relevant

across other school subjects like math, science, and reading. As a result, school districts are approaching the Confederated Tribes of Grand Ronde, to implement the curriculum in the 2016-2017 school year and beyond.

Participating school districts include Willamina, Salem, and Sheridan. Sheridan is named after General Phil Sheridan which provides interesting historical context for tribal history.

The oral history component of the project completed 65 oral history interviews with elders. Staff then learned and expanded their archival skills by organizing a searchable database of oral histories that were conducted during the project and archive interviews done prior to the project.

The exhibit design was completed. Some portions had greater detail than originally planned. The Tribe has an architect incorporating the design into the development of the plans and specs for renovation of the exhibit hall area.

The renovation project was revised twice during the project, with ANA approval, which involved renovating two rooms, totaling 2000 square feet, at the Chachalu Museum & Cultural Center as carving rooms as a near term interim project instead of the intended conference room. The Tribe used the newly renovated areas to host paddle and bow carving workshops and two basketry workshops. The carving workshops helped 49 attendees improve their carving skills and the basketry workshops assisted 104 participants refine their basketry skills.

As early as spring 2017, the tribe will use foundation funds to complete the larger phase two of the renovation space including the originally intended conference room, curatorial space, and the exhibit hall. The tribe will use the exhibit design to seek more funding for the build out of full exhibits while simple bare wall space can be used for gallery space for the near future. Finally, they plan to continue recruitment efforts of other school districts in the ceded lands to use the 8th grade Tribal History curriculum.

# Oregon Native American Business Entrepreneurs Network (ONABEN)



Empowering Entrepreneurs and Grassroots Capacity  
Building for Native Entrepreneur Program Development  
Project, Oregon  
3 years, \$521,466

## Project Overview

ONABEN, a non-profit organization and Native American Business Network, is a highly respected economic development engine for Indian Country. With over 20 years of experience and having worked with over 120 tribes nation-wide, ONABEN has provided deep and extensive technical assistance, networking, and capacity building support to thousands of Native American organizations and entrepreneurs, all while developing innovative products and services tailored to fit the needs of these communities.

Partnered with three communities, Turtle Mountain Indian Reservation in North Dakota, the Molokai'i island of Hawaii, and the Eastern Band of Cherokee in North Carolina, ONABEN implemented a SEEDS grant from 2013 through 2016, to address the unique needs of each community while building their capacity

The three communities served by this project, are all rural areas that consist of mostly Native American or Native Hawaiian populations which face severe economic challenges such as persistent poverty and unemployment. The circumstances in these communities make self-employment one of the few options for generating household income. There are, however, significant barriers to self-employment for many individuals in these communities. As in most rural areas, the markets for businesses are scattered, disposable income is limited, and finding enough business locally create a "critical mass" of customers is difficult.

Experience with the market economy outside these areas is sometimes limited and often clients have credit problems. Therefore, the barriers to entry for a



*Authentically Cherokee Marketplace*

## Key Findings

- 36 training seminars
- 55 business created/expanded
- 127/141 full and part time jobs created
- Participants trained
- 10 partnerships created

typical client tend to be greater than a general start-up business prospect.

Working towards the goals of increasing jobs, strengthening the small business presence, and building capacity, ONABEN visited each community, providing onsite training and development, once per quarter. Additionally, they provided custom technical assistance, program design consultation, train-the-trainer education, and entrepreneurial trainings to start-up and existing businesses.

## Project Outcomes and Results

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In three short years, ONABEN and their partnering communities have accomplished some amazing things. Overall, they produced 36 events, including in-person trainings and webcasts, focused on developing entrepreneurs' business knowledge and increasing the capacity of each organization.

ONABEN provided services to 55 businesses over the course of this project. Of these businesses, forty two businesses were created or expanded, contributing to at least 141 jobs within communities served. During this project, each community witnessed an increase of economic activity, as well as development and growth within the business communities

In partnership with the Sequoyah Fund in the Cherokee, North Carolina, ONABEN assisted with program development for artisans and web training. The artist community now benefit from a website dedicated to marketing the artistic works of the artist community branded "Authentically Cherokee." Further, the creating of a marketing plan ensures the success and sustainability of the website. This is a huge milestone for these contemporary artists who previously did not have a fulltime platform to sell their works of art. ONABEN also contributed to the creation of various marketing brochures, as well as the 2015 Sequoyah Fund Annual Report.

On the Hawai'ian island of Moloka'i, working with the Kuha'o Business Center, ONABEN provided event support and marketing, communications, and web development training. Together, they developed the Molokai'i Business Conference Website, complete with agendas and online registration, and the "Go Local, Molokai'i Business Directory."

The entrepreneurial community has grown in experience, knowledge, and business growth, as well. One of the local businesses that received training, now has a presence on three islands, and has garnered enough business to expand to using an offsite manufacturer. One of the first vendors ONABEN worked with on Molokai, a fitness clothing designer, was able to diversify and now owns two more healthy living-related businesses.

Finally, ONABEN provided Turtle Mountain Community Development Financial Institution (CDFI) in North Dakota, with organizational capacity

building, including leadership development for the recently hired Executive Director. With renewed confidence and the development of marketing collateral, the CDFI is once again able to make loans to local entrepreneurs.

ONABEN provides online learning platforms, free of charge, to entrepreneurs and resource providers, on a regular basis, ONABEN plans on keeping the three communities informed of and engaged in these learning opportunities, so they can continue building their capacity.



# Warm Springs Community Action Team

Warm Springs Community Action Team Financial Independence Project, Oregon  
5 years, \$687,450

## Project Overview

The Warm Springs Community Action Team (WSCAT) implemented a NABI grant from 2012 through 2016 to develop and implement a comprehensive asset building program to enable the people of the Warm Springs Reservation to build financial management skills and acquire assets leading to self-sufficiency and a higher quality of life.

When the project began in 2011, Warm Springs Reservation, was characterized as a rural, remote and impoverished community, with an unemployment rate between 43 percent and 68 percent, according to then-recent BIA data and tribal data from 2009. Residents of the Warm Springs Reservation were three times more likely to live in poverty than other Oregon residents, with income levels on the reservation being substantially lower than the State of Oregon. The per capita income on the reservation was just 43.6 percent that of the state and the median family income was only 62.9 percent of the state median.

Unemployment, poverty, social and public health challenges, and low educational attainment have contributed to the Confederated Tribes of Warm Springs tribal members acquiring less wealth and fewer assets than people in other central Oregon communities. In this climate, made even more challenging by the isolation of the reservation, it was very difficult for aspiring business owners, home owners, and potential students to feel a sense of hope, to save money, and to actively plot a course towards achieving their goals.

WSCAT developed a comprehensive approach to asset building that is rooted in the specific needs and circumstances of the Warm Springs Reservation. This approach consisted of:

- 1) outreach and recruitment;
- 2) training and financial counseling, including one-on-one case management;



*Indianpreneurship class graduation, holding their certificates of completion*

## Key Findings

- 136 savings plans created
- 19 businesses started
- 10 participants saved enough to pay for college or vocational education
- 14 cars purchased
- 5 homes renovated
- 4 homes purchased
- 240 participants received financial education
- 170 participants received homeownership education
- 99 participants received business start-up and management training

- 3) credit repair, as needed;
- 4) building a savings base, specifically an Individual Development Account (IDA);
- 5) developing written, individualized plan(s) for the use of the IDA that is asset specific; and
- 6) asset acquisition or use of the IDA for an AFI-approved purpose.

WSCAT created a referral network for the program, in combination with the project's outreach and educational efforts, to ensure that every household on the reservation had multiple opportunities to learn of the program. The referral network gave individuals opportunities to make contact with staff, learn about

the offerings, and seek the level of assistance fitting their circumstances. WSCAT also worked with staff from KWSO 91.9 Warm Springs Radio to provide regular public service announcements about the IDA program and about educational offerings provided by WSCAT and project partners.

The WSCAT offered weekly financial, homeownership, and business start-up and management training education. The program even taught individuals skills to help them select an educational program, vehicle, or home renovation contractor.

## Project Outcomes and Results

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There are an estimated 6,000 people living on the reservation, and this project was designed to serve a few hundred direct beneficiaries. This project enabled WSCAT to facilitate deep change for 19 people who started businesses, 4 people who purchased homes, 10 people who paid for college or vocational education, 14 who bought cars, and 5 who renovated their homes.

Moreover, the project enabled 240 people to receive financial education, 170 to receive homeownership education, 99 to receive business start-up and management training, and 40 others to learn to make considered choices in how to select the right educational program, vehicle, or home renovation contractor. The program is well known in the community, beyond those who participate, and provides a beacon of hope for people of all ages on the reservation.

According to WSCAT staff, the program has the largest asset-building program, with the most clients, of any organization in the NABI or elsewhere in Indian Country. Since December 2013, in addition to the funding provided through NABI, WSCAT received \$580,000 in grant funding from the Oregon IDA Initiative, 66 percent of which has been dedicated to matching community members' IDA accounts. At project's end, the program had 115 community members enrolled, and was still growing. WSCAT received a one-year extension for its AFI funding, enabling the organization to keep over \$175,000 in AFI matching funds working for the community through September 2017. In 2017, WSCAT is set to receive \$200,000 from the Oregon IDA Initiative to sustain its IDA program, and

expects to continue the IDA program, with Oregon IDA Initiative funding, through 2024. WSCAT is confident in its capacity to sustain the program, with strong financial, political, and community support.

WSCAT will add three new asset savings classes in 2018, including business IDAs for hiring employees, credit repair IDAs, and IDAs for retirement savings accounts.

# Lakota Funds

## Building Native Industry Institute Project, South Dakota

3 years, \$1,199,013



### Project Overview

The Pine Ridge Indian Reservation located in southwestern South Dakota is home to the Oglala Lakota Sioux Tribe and covers 3,469 square miles – nearly three times the size of Rhode Island, with an estimated resident population of 28,787. Limited local infrastructure exists to help Native entrepreneurs acquire business expertise to create, maintain, and expand private businesses on the Pine Ridge Indian Reservation which suffers with a pervasive poverty rate three times the national average.

In an effort to address the lack of infrastructure connecting entrepreneurs to technology for businesses, The Lakota Funds Incorporated, (TLFI) implemented a SEDS grant from 2013 to 2016. TLFI is a non-profit, community based organization that promotes economic development for the Oglala Lakota people of the Pine Ridge Indian Reservation and geographic service area, through business loans, technical assistance, and wealth building education for families and businesses.

The goal of the project was to develop a sustainable, community relevant, flexible, easily accessible business training system to increase entrepreneurial expertise of potential and existing Native business owners, resulting in an increased number of Native owned community- based businesses operating on the Pine Ridge Indian Reservation.

In order to accomplish this, TFLI established the Building Native Industry Institute (BNII), an online learning center designed to increase access to business education opportunities for entrepreneurs on the Pine Ridge Reservation. The Building Native Industry Institute portal houses an abundance of virtual trainings designed to help improve skills in the areas of starting, growing, running, managing finances for, and marketing a business.



*Business Owner Denton Fast Whirlwind stands in front of his equipment for printing artwork*

### Key Findings

- 25 businesses were created or expanded
- 81 jobs were created or retained
- 25 business loans were deployed

### Project Outcomes and Results

Computer access points are located in seven communities throughout the Reservation making the trainings more easily accessible to interested attendees from across the Reservation that may face challenges with transportation and connecting to training services. In Year One, all of the projected 11 access points were established. In the first year the BNII portal was accessed from a total of 26 different locations including the 11 access points and an additional 15 access points from online attendees. By Year Three, the total number of access points to the BNII portal increased beyond the intended target to 13.

Pre- and post-assessment tests were used to measure the increase in participant knowledge from the

multitude of community specific training opportunities offered. The overall goal for knowledge growth between pre- and post-tests was 10 percent. Each year, this goal was met and surpassed by at least one percent with an average of 12 percent growth. Furthermore, all trainings were well-received by project participants as indicated in their responses to the post evaluation which asked questions concerning the trainers, training facility, and training material.

There were 30 courses held during the project period and 245 attendees increased their knowledge of business and marketing. As a result of the Lakota Fund's Building Native Industry Institute Project 25 businesses were created or expanded, 81 jobs were created or retained, 29 partnerships were created or maintained, and 25 business loans were deployed totaling \$851,930. Lakota Funds improved its organizational ability to administer business education to the community with trainings in such topics as distance learning techniques, webinar and word press training.

The development of an accessible business training system to increase entrepreneurial expertise and Native owned businesses operating on the Pine Ridge Indian Reservation provides an avenue for economic security, greater training infrastructure and ultimately a greater potential for self-determination for the community members of Pine Ridge.

*“The end goal is to have job opportunities for the local people here and to expand our own economy.” - Katie Hunter, who started the first-ever dollar store on the Pine Ridge Reservation.*



# Lower Elwha Tribe Community Council

## Deer Mortality and Tribal Hunting Regulation Project,

### Washington

3 years, \$470,044

#### Project Overview

Between 2013 and 2016, the Lower Elwha Tribe conducted a deer mortality study to create sustainable and science-based hunting regulations through and ANA ERE grant. Prior to the project, the Tribe had little scientific data about the deer population to guide sustainable tribal hunting regulations and had a limited wildlife program. Moreover, there was speculation that the culturally important Columbia Black-tailed deer was declining but no research existed to craft regulations to protect it for future generations of tribal hunters.

Over the three years of the project, the Tribal Wildlife Department implemented a research-based study on deer mortality rates in their tribal area. During the grant, the tribe conducted spring and fall ground and aerial based surveys to collect data on the deer population, including the fawn and doe composition of the herd, prevalence of harmful hair loss syndrome, and the size of the herds.

Additionally, project staff captured, weighed, measured, and tracked bucks and fawns with ear tags and radio collars. With the help of volunteers and interns, program staff tracked, recorded, and triangulated buck and fawn locations each day to determine their foraging areas, home range patterns, and if a deer had died. When mortalities occurred, staff would perform field necropsies to determine how the deer died, including, if predation was ruled the cause of death, the type of predator.

Finally, the project built a database to store the field data and analyze the deer population.

#### Project Outcomes and Results

Through ANA funding, the tribe has developed a more robust wildlife management program. Over three years, 18 ground based surveys and four aerial based surveys resulted in annual information about the deer population size and composition. Also, 126



*Project Staff Conduct Radio Collar Tracking of Deer to Study Mortality Rates of Fawn*

#### Key Findings

- 18 ground and 4 aerial surveys
- Captured and tracked 126 fawn and 25 bucks
- Baseline deer mortality data collected and analyzed
- 3 scientifically-based annual deer and elk hunting limits and regulations

fawns and 25 bucks were radio-tagged and monitored. Additionally, six ARC GIS deer location databases were created and analyzed to better understand the deer population. The tribe developed strong baseline data to create more sustainable and scientifically informed annual hunting quotas and regulations. Moreover, the tribe filled the gap in their knowledge-base about deer population demographics and mortality sources. Furthermore, the data collected and shared with the State of Washington led to a doe hunting moratorium in the region.

The project increased tribal sovereignty and legitimacy by demonstrating to the state and surrounding tribes that Lower Elwha has the capacity

and technical expertise to administer a successful wildlife management program. The project also provided wildlife education and training to many of the staff, interns, youth, and tribal hunters in the community.

For example, this project inspired a tribal intern to develop, study, analyze, and complete a related deer demographic thesis to graduate from college and inspired her to pursue graduate education and a career in wildlife management. Looking forward, the tribe plans to continue ground based surveys to monitor and regulate the deer population.



# Makah Tribal Council

## Reaching For Fluency – Teaching the Smallest to Tallest Project, Washington 3 years, \$776,055

### Project Overview

Beginning in 2013, the Makah Tribal Council enhanced their tribal language program by developing childcare and middle school language curriculum and providing training to teachers. Prior to the project, the tribe identified a large gap in middle school language instruction and a need to enhance the conversational abilities of current language teachers. At the time, the only language curriculum available in middle school was outdated and was not being used. Additionally, the tribe was not able to provide language education in the childcare center.

Through the help of ANA, four language teachers practiced their conversational skills and provided short, daily language instruction for infants to five year olds. The language teachers played games, read, spoke, and told stories to the children in Makah for 25 minutes a day.

Moreover, the project developed Head Start curriculum, flash cards, and other resources for the cultural coordinators to use in the ten Head Start classes. Also, the project taught a one hour, weekly language class to Head Start and early childhood teachers and staff. The project taught teachers vocabulary, simple phrases, cultural protocol to address children, and how to introduce themselves in Makah.

Concurrently, the project developed a middle school language curriculum. They partnered with the Neah Bay School to provide language instruction in the school system. Each year, the project created and piloted, and Neah Bay School implemented, a new grade level for Makah language curriculum. The project began by creating and teaching sixth grade classes twice a week for one hour, and then expanded to seventh and eighth grade classes. The project conducted individualized language assessments as well to measure language understanding and fluency.



*Neah Bay School*

### Key Findings

- 6th, 7th, and 8th grade Makah curriculum developed
- 4 teachers developed conversational proficiency
- 75 students participated in language classes
- 30 adults and 60 toddlers gained beginner fluency in Makah

Finally, the project began an adult community language class. The adult classes provided language instruction for basic, intermediate, and advanced learners. The classes were offered once a week for an hour, and provided food to attract more community members.

### Project Outcomes and Results

In three years, the project provided language curriculum to six 6th grade classes, four 7th grade classes, and one 8th grade class totaling more than 75 Makah students. Furthermore, 70 percent of 8th grade students passed Makah I with an 80 and were allowed to go directly into Makah II in high school. Nearly 30 adults and 60 toddlers gained beginner

fluency in Makah. Additionally, one staff received Makah Language Teacher certification while two other staff made significant progress towards language certification.

With ANA funds, the project has also increased cultural and spiritual practices in the community and in the home. According to one mother, her young children and teenage son have started speaking the language at home and attending more cultural activities. Another mother said the project led her son to become more passionate about cultural ceremonies, singing, and dancing. The family has become more involved with the community, and has actively learned more about the history of the community and tribe.

Students also remarked how the project has changed their perspectives and outlook. According to one middle school student, “it has brought pride in my culture. I can text in Makah. My relatives and mom are very proud. I can teach my family things they didn’t know [in the language]. My grandparents are very proud.” The project staff remarked that it is a win-win for the community, children, and families.

During the three-year grants, the project provided conversational language instruction to eight early childhood classes each year. The project helped increase the fluency levels of their individual instructors. The project increased the self-esteem and confidence of four language teachers through additional language practice in the early childhood classes. For example, language teachers remarked that it is more comfortable to practice fluent speech around young children rather than adults. Now, the language teacher enjoys speaking continuously for more than fifteen minutes with her students and grandchildren.

Furthermore, this established a framework and confidence for lengthier immersion education in future. Looking forward, the project plans to continue teaching Makah classes in 6th, 7th, and 8th grade.

*“Because language is rooted in lifestyle, my [teenage] son has become more involved in cultural activities. Like canoeing, paddling, fishing, hunting, and dancing. The project has brought a lot into my home and benefited my family.”*

*— Mother and Adult Language Participant*

# Squaxin Island Tribe

Squaxin Technology Project, Washington  
3 years, \$628,259



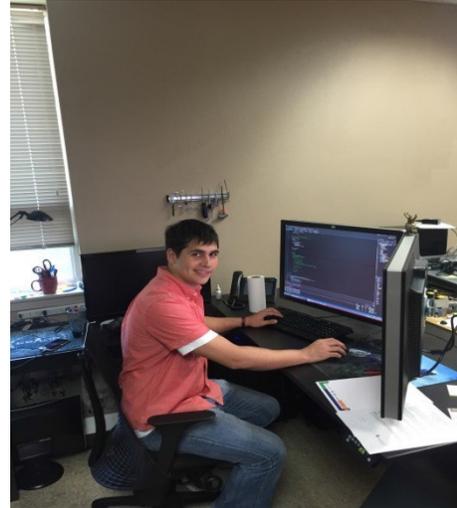
## Project Overview

The Squaxin Island Tribe implemented a SEDS Grant from 2012 to 2016. The goal of the project was to increase Tribal capacity to govern effectively by improving administrative, operational and information-sharing systems, policies and processes. Many outdated administrative processes, internal systems, policies and procedures, which were sufficient when the tribe and its government were smaller, eventually limited the Tribes ability to govern efficiently.

The tribe's lack of real-time information sharing capabilities were outdated and counterproductive to staff efficiency, particularly at the executive level. The tribe's administrative systems remained essentially static, "grandfathered in" without a periodic update or review for potential improvements and the tribe's administrative infrastructure was increasingly challenged to keep pace. The tribe's administrative processes, which were conceptually based on old paper-based systems, were disconnected and redundant.

The tribe's budgeting, financial, payroll, human resources functions and corresponding approval processes were not directly coordinated or electronically linked. Tribal departments functioned in silos with no way to electronically share data related to core administrative functions. Service-based departments often were forced to work off of outdated budget reports or have three versions of funding allocation for a single program or project (e.g., grant budget, internal department budget, finance department budget). Too much staff time was spent in redundant and duplicative paperwork and tracking down authorized representatives for signatures.

The tribe's growth has outpaced current internal technological capacity and the tribe is overdue for technological enhancements to automate office functions, increase effectiveness on all levels, and free



*Project staff utilizing new software that was once a paper based administrative process*

## Key Findings

- 3 environmental codes and regulations developed
- 7 youth and 4 elders involved
- 21 people trained, 11 people certified, and 2 people licensed

the government from duplicative data entry across multiple departments, manual, paper-based purchasing processes, and redundant executive-level approvals of previously authorized transactions.

The tribe's interdepartmental work group, with assistance from consultants reviewed, updated and documented mutually agreed upon administrative procedures, polices and functional interactions. The Squaxin Island Tribe then developed technology tools to support the new administrative policies and processes. And finally, the tribe beta tested new technologies with staff, developed and implemented a technology training plan and trained 50 staff members on the use of the new information systems.

## Project Outcomes and Results

The tribe reviewed and revised problematic policies and processes, and acquired, implemented and trained

staff on technological enhancements that support and automate improved operations and governance. As a result, the tribe created efficiencies and improved information-sharing among departments.

This project changed the tribe's internal operations by standardizing and automating interdepartmental administrative systems. Through the project, the tribe developed a set of self-determined policies that ensure compliance with generally accepted accounting practices and external fiscal requirements. The tribe then identified, secured and implemented technological solutions that met the unique fiscal compliance, information-sharing and data-security needs of the tribal government.

The technology infrastructure housed administrative functions and information and changed the way the tribe conducts daily business.

The tribe's functional operating relationships were mutually determined through this project, resulting in improved clarity and consistency of administrative expectations, streamlined working relationships and reductions in duplicative review and approval time.

The tribe mutually determined, document and produce standardized operating policies and procedures, data collection and security protocols and administrative policies that reflected functional interactions and approval sequence protocols. This produced an administrative policy and procedure manual to be utilized by all staff, and will be the basis of the technology development.

Once developed with customized interfaces, the new technology streamlined purchasing, payroll, requisition and automatic payments, instituting security protocols needed to implement electronic signatures on routine disbursements, and making all financial and approval sequences electronic.

The new technology included a data warehouse, standard document system and integrated electronic filing system that collects and retains administrative data, minimizing the use of paper copies and eliminating duplicative files in multiple departments. Shared "real-time" budget systems with proper securities enable all departments and staff to be on the same page regarding expenditures, resulting in increased transparency in budget spending and planning capacity. These major achievements allow all departments and staff to be in sync regarding approvals, projects and documents.

The new technology was implemented with 50 staff through customized trainings and training materials, and user-friendly desk references; user feedback integrated into final resources. The elimination of duplicative, cumbersome approval processes resulted in increased effectiveness of administrative resources.



# Red Cliff Band of Superior Chippewa

Ginanda-Gikendaamin (We Seek to Learn) Head Start/Kindergarten Project, Wisconsin  
3 years, \$777,715

## Project Overview

From 2013 to 2016, the Red Cliff Band of Lake Superior Chippewa, a federally recognized tribe in Bayfield, WI, implemented a Native Language Preservation and Maintenance grant to integrate Ojibwe language immersion into the Head Start program at the Red Cliff Early Childhood Center and at kindergarten classrooms in the Bayfield School District.

Prior to the project, a limited number of Ojibwe language speakers were available to assist with language instruction and there existed a gap in available immersion classes for children beyond age three. Parents and families advocated for supplementary Ojibwe language education in their community and many wanted their children to continue to have access to language instruction at each grade level.

The Ginanda-Gikendaamin (We Seek to Learn) project utilized a multi-faceted approach to not only integrate new language immersion in Head Start and kindergarten classrooms, but foster teacher capacity and provide supportive language instruction to parents and families of the children involved. By building upon the existing Early Head Start immersion classes, the project sought to assemble a continuum of community language education with additional classes that would provide immersion to children as they advanced throughout school and offer necessary support to teachers, parents, and families.

In order to add and sustain more immersion classes, the project needed to assist the Head Start and kindergarten teachers to increase their own Ojibwe language speaking and instruction skills. Educators would attend specific language tables and trainings that were designed for administrators, teachers and school staff to practice and improve their language



*Red Cliff Early Childhood Center.*

## Key Findings

- A Ginanda-Gikendaamin Language Assessment
- Tool was created and utilized in classrooms
- 120 children achieved age appropriate fluency
- 30 teachers received training in language instruction

proficiencies. Fluent speakers and language specialists were also placed in Head Start and kindergarten classrooms to provide guidance to teachers as they started to incorporate language lessons. These fluent speakers were an onsite resource for teachers and were available to offer immediate translations when needed. The project created and furnished teachers with new resources, language guides, and educational materials in the Ojibwe language

By assisting teachers in and out of the classroom to build their own fluency, the project developed a cohort of additional educators that were capable of completing language activities and immersing more students in the language.

As parents and family members witnessed their children learning new words, songs, and phrases in immersion classes that they did not know themselves, they sought resources and avenues to increase their skills as well. The project held weekly community language tables that were open to all levels and ages to assist these interested family and community members. The intergenerational language tables lasted for roughly two hours each week and gathered people of all abilities and backgrounds together to share a meal, participate in lessons, and celebrate Ojibwe culture. Modules and curriculum ranged at each table session with youth coloring activities, traditional singing, adult worksheets, and small group discussions.

## Project Outcomes and Results

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The Ginanda-Gikendaamin (We Seek to Learn) project emphasized language education not only in the classroom, but at home and in the community with an encircling methodology to address the educational needs of students, parents, and teachers. Three Head Start and two kindergarten classes began to offer language immersion with two fluent speakers spending time in each classroom to assist teachers with daily language activities. Language activities included 30 minutes of language immersion at both breakfast and lunch tables and every Thursday Pow-Wow's with Early Head Start and Head Start classes engaging in traditional songs and dances. With the addition of these language immersion classes and activities, 120 children were able to achieve age appropriate fluency by the end of the project.

To better track and record student language progress, the project established a Ginanda-Gikendaamin Language Assessment Tool that specifically measured language proficiency with young children that do not yet have the ability to read or write. This assessment tool was developed with the assistance of language experts and educational partners such as Dr. Stephen Greymorning and the Lac Courte Oreilles Ojibwe Community College.

It was necessary to create an effective assessment form that would accurately and appropriately measure language levels for this particular young age group, which no language assessment for this community and age range had existed prior. The assessment relied upon auditory and physical response cues by stating a word to a student and observing if they

follow the direction with an action. Necessary training was provided to teachers in order for them to be able to implement and correctly complete the assessment.

An Ojibwe language Self-Assessment for parents and teachers was crafted for use during language tables and to allow teachers and adult learners to measure their own language abilities and progress. The language tables were widely attended with an estimated 150 participants of varying ages and abilities participating. By offering language tables, Red Cliff community members had more access to language instruction and gained new skills that they could use at home with their children that attended immersion classes.

Childcare was provided to parents free of charge, which allowed adults to participate fully in the lessons during the table sessions. These tables also provided a medium to bring together community members to share in a sense of cultural pride with traditional drumming, songs, and stories. By attending these language tables a parent stated, "It is so much more than language and there have been so many obstacles to keep language in my family. The language is helping me to be stronger myself. I used to cry, put my head down sometimes, and it has helped me even to be stronger and speak my mind. We are stronger in culture."

The project believed it was important for teachers and families to see the language being spoken outside the classroom and sponsored interested participants to attend the Anishinaabemowin Ateg Conference in Sault Ste. Marie, MI. At the conference families and teachers attended workshops and experienced the language being used in the elevators, lobby, and common areas. Inspired by the Sault Ste. Marie trip, the project and community wanted to develop a language group conference in the Red Cliff tribal community and asked Tribal Council to support hosting an event locally. With the tribal community and project's support, a Winter Gathering occurred in Red Cliff in March 2015 and 2016.

The Winter Gathering included teachers conducting games and activities in the Ojibwe language with families and youth in attendance. Due to the events' success, the community will likely continue to host this gathering in the future. Community members and families could also participate in the annual Raspberry Language Camp with necessary travel

assistance provided by the project. These conferences and events provided first-hand exposure to the Ojibwe language and kept community members and children engaged with language learning outside the classroom.

The Red Cliff tribal community, children and local educators gained more opportunities, new tools, additional instruction, and continuous support throughout the project. A new awareness of the importance of language revitalization and even stronger motivation to see more instruction has awoken in the community, which will likely mark the outcomes and activities completed during this particular project as just the beginning in Red Cliff's course towards building a lasting language continuum.

