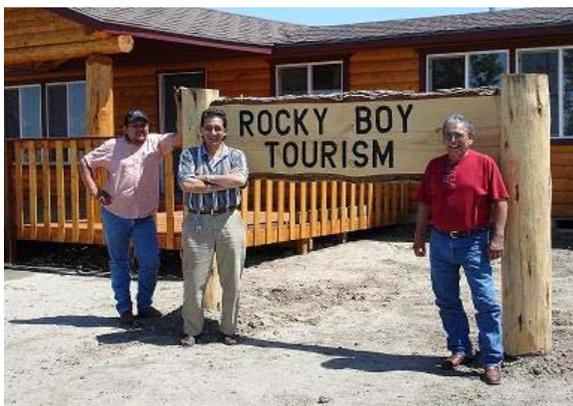


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## CHIPPEWA CREE TRIBE

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<b>Project Title:</b>	Rocky Boy Parks and Recreation Project
<b>Award Amount:</b>	\$514,614
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	9/30/2005 – 9/29/2007
<b>Grantee Type:</b>	Tribe

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### PROJECT SNAPSHOT

- 3 jobs created
- 3 businesses created
- 25 elders involved
- 180 youth involved
- 50 people trained
- 88 partnerships formed
- 8 products developed
- 3 environmental codes/regulations/ordinances developed

### BACKGROUND

The Rocky Boy's Indian Reservation is located in northern central Montana, just south of Havre, and currently spans 121,957 acres. Established by an Executive Order of Congress in 1916, it was the last Indian reservation designated in the state. There are 5,744 currently enrolled Tribal members, 3,100 of which live on the reservation. Rocky Boy's has been home to both the Chippewa and Cree tribes since its establishment.

The tourism sector in Montana is a \$2.2 billion industry from which the Chippewa Cree Tribe currently collects roughly \$185,000 a year. 36% of tourists polled in

the state indicated they would like to have a Native experience during their travel to Montana. The Chippewa Cree Tribe strives to take advantage of its location and the burgeoning tourism industry by promoting camping, skiing, hiking, and other recreational activities on the reservation.

The Tribe has been attempting to zone the entire reservation for over 10 years due to some concerns over future expansion. The current population of the reservation is expected to double in the next 20 years, but there is no plan in place to accommodate for this increase. There are also no measures in place to protect sacred sites.

### PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to improve the tribal infrastructure to more effectively manage land use and increase eco-tourism opportunities.

The first objective was to inventory all current recreational sites and attraction land, develop zoning parameters to protect all resources within those identified lands, and develop a rate and permitting system for use of the sites. The Tribe gathered information on current land use, existing codes and other resources within the Tribe. Surveyors conducted extensive satellite mapping on all

recreational sites and produced maps indicating trails and other details. Project staff modified and amended existing codes and developed new ones to address issues pertinent to protecting cultural and natural resources while also establishing operating parameters for a parks and recreation program. The new Parks and Recreation code incorporated this information, and Project staff presented it to the Chippewa Cree Business Committee, which approved the code in September 2007.

Project staff took measures to ensure the community and other Tribal departments had opportunities to provide input and feedback on proposed codes. Project staff felt it was especially important to obtain agreement on the appropriateness of sharing cultural knowledge and resources. In addition, staff helped the community to understand the impact tourism would have on community life.

The second objective was to establish and operate a visitor/interpretive center and develop marketing materials and a database of recreational visitor information. The Project rehabilitated a house donated by the Housing Authority for use as the visitor/interpretive center. The location for the unit is on the main highway between Great Falls and Havre, a strategic site which draws in many customers and will help with outreach and marketing. Project staff developed a marketing methodology accompanied by related materials for existing or new businesses created under the Project. The Project staff created six brochures and one CD for distribution at the visitors center, and through partner organizations in Havre and at the state level.

A major challenge was encountered when the housing unit designated the visitor's center was unavailable until ten months into the Project. However, Project staff developed all marketing materials and,

despite the delay, it opened in the summer of 2007.

### **PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY**

The Project advanced the Tribe's ability to govern its natural resources from both preservation and economic development perspectives. According to Jason Belcourt, the Project Coordinator, it was very important to keep the community involved in the Project to ensure they understood what increased tourism involves and how it will affect daily life on the reservation. The sites and their assets are now mapped and cataloged, and the visitor's center established and functional. The Project developed marketing materials and a business plan. Project personnel attended various networking opportunities with state, local and tribal organizations and obtained technical or marketing assistance. Finally, the Project created three businesses directly related to recreational eco-tourism.

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## FORT BELKNAP COLLEGE

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<b>Project Title:</b>	Fort Belknap Entrepreneurship Development Project
<b>Award Amount:</b>	\$266,760
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	9/30/2005 – 9/29/2007
<b>Grantee Type:</b>	Tribal College

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### PROJECT SNAPSHOT

- 7 jobs created
- 6 businesses created
- 1 Native American consultant hired
- 6 elders involved
- 220 youth involved
- 4 people trained
- 20 partnerships formed

### BACKGROUND

The Fort Belknap Reservation is located in northern Montana, and is the home of the Assiniboine (Nakoda) and Gros Ventre (White Clay) people. There are over 5,200 enrolled community members, of which 2,900 reside on the reservation. Fort Belknap has historically suffered from high unemployment rates, ranging from 80% in 1980 to 54% in 1992. Today, the Bureau of Indian Affairs calculates the Tribe's unemployment rate at 70%. Most of the available jobs stem directly from government-funded programs, such as Indian Health Service and the Bureau of Indian Affairs, or are seasonal in nature. Tribal members also have an extremely low per capita income, \$8,150, and 36.5% of

families are currently living below the poverty line.

Fort Belknap College is a tribally controlled community college located within the borders of the reservation. It was chartered in 1984 to provide post-secondary educational opportunities for its community members. The College's Small Business Development Center oversaw the implementation of this Project.

### PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to increase economic self-sufficiency on the Fort Belknap Reservation by promoting entrepreneurship.

The Project's first objective was to increase the financial literacy and management skills of 200 local students and create an active American Indian Business Leaders (AIBL) high school chapter. To complete the objective, Project staff hired a Computer Literacy Specialist and a Business Workshops Instructor. The Project team delivered 25 hands-on financial literacy workshops to 183 local elementary, junior high and high school students during the two-year timeframe. The instructors incorporated a charity component to complement the workshops by giving each

student a piggy bank divided into save, spend, donate and invest sections. Participating students spearheaded a charitable donation drive for Heifer International, a nonprofit organization dedicated to relieving global hunger and poverty. To gauge progress, the students completed pre- and post-tests, and results indicated that the workshops strengthened their financial literacy skills. The high school students did not follow through with the creation of an AIBL chapter within the Project timeframe, but Project staff identified two Fort Belknap College business students to act as mentors and lead the chapter's creation in the upcoming school year.

The second objective was to offer a series of business, financial and computer courses to a total of twenty college students/potential entrepreneurs and create an AIBL College Chapter. The Project team delivered 28 courses to 305 college students and 75 community members interested in entrepreneurship. A group of college students completed a business plan to develop an on-campus café. Six community members completed business plans and went on to create their own businesses, which included a thrift store and a silk-screening business. Finally, nine interested students formed an AIBL college chapter, and held meetings throughout the Project's two-year timeframe. The chapter remains active, and members present the AIBL mission at Fort Belknap College orientation events to recruit new students each year.

The Project's third objective was to provide enhanced business incubator services and technical assistance to a total of twelve local small business owners. Project staff provided business management counseling services to 31 local entrepreneurs and small business owners on a drop-in basis. The services offered, such as revising business plans, developing contracts and applying for

loan packages, did not extend into a business incubator program. However, Project staff and four local businesses formed a Fort Belknap Tourism Committee which provided peer support and established a foundation for a planned Fort Belknap Tourism Center.

### **PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY**

For the Fort Belknap youth participating in the workshops, post-tests indicated that their participation in the Project increased their awareness of the local economy, such as how money spent outside the reservation depletes its economy. The tests also indicated that the youth developed financial literacy skills, which spurred 30 students to open bank accounts at the local credit union.

For the Fort Belknap community, the creation of six new native-owned and locally-based businesses has diversified and enriched the local economy. This development also ensures that money spent at these businesses remains within the Fort Belknap community - a concept that generates positive economic impacts.

Fort Belknap's Small Business Development Center expanded its staff through this Project, which broadened its ability to consult local businesses on pursuing expansion loans, filing taxes, writing business plans, creating a marketing plan and forming budgets. The College has committed funds to retain the staff, ensuring that the Center will continue to be a vibrant space where the Fort Belknap business and entrepreneur community can enjoy the services offered by this Project. Carole Falcon-Chandler, Fort Belknap College President, concluded, "To make long term community change, it was important that the Project included our youth, our current business owners and future entrepreneurs."

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## FORT BELKNAP COLLEGE

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<b>Project Title:</b>	Speaking White Clay Language Immersion Project
<b>Award Amount:</b>	\$517,997
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	9/30/2004 – 9/29/2007
<b>Grantee Type:</b>	Tribal College

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### PROJECT SNAPSHOT

- 3 jobs created
- 2 Native American consultants hired
- 20 elders involved
- 710 youth involved
- \$1,511 in resources leveraged
- 6 people trained
- 31 partnerships formed
- 3 products developed
- 6 language teachers trained
- 600 Native language immersion classes held
- 14 youth increased their ability to speak a Native language
- 7 adults increased their ability to speak a Native language
- 14 people achieved fluency in a Native language

### BACKGROUND

The Fort Belknap Reservation spans 675,147 acres in northern Montana, and is the home of the Assiniboine (Nakoda) and Gros Ventre (White Clay) people. There are

over 5,200 enrolled community members, of which 2,900 reside on the Reservation. At the time this project was proposed, about eight fluent White Clay speakers remained.

Fort Belknap College is a tribally controlled community college located within the borders of the reservation. It was chartered in 1984 to provide post-secondary educational opportunities to community members. The College oversaw the implementation of this Project.

### PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to ensure the survival and vitality of the White Clay language by creating a Gros Ventre immersion classroom.

The Project's first objective was to establish the White Clay Immersion School, with fifteen students completing three years of instruction and achieving fluency. In preparation for the school opening, Project staff convened an eight-member Advisory Board, consisting of elders and language program staff, which provided ongoing oversight and direction for the White Clay classroom. Staff hired two immersion classroom teachers, and involved them in partner-led professional development

trainings which covered topics such as immersion classroom management and native language teaching methodology. For classroom instruction, Project staff translated the standard state curriculum into White Clay. Fourteen students completed three academic years equivalent to 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade instruction. Guest speakers from the Tribe and fluent elders enriched daily classroom activities and ensured classroom instruction maintained a native focus. At the conclusion of each academic year, each student's progress was assessed informally through a series of "Language Bowls", where students competed to showcase their language skills and subject knowledge. Each student was also formally assessed through the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a set of standardized, individually administered measures of early literacy development.

The Project's second objective was to host an intensive four-day White Clay language and cultural immersion camp. For each of the Project's three years, camp activities consisted of traditional games and presentations on the cultural history of the Gros Ventre and Assiniboine people. Over 150 community members participated each year in camp activities.

The third objective was to develop and broadcast radio programs in White Clay to the tribal community. Project staff and immersion students developed weekly programs that were delivered via KGVA radio, Fort Belknap's reservation-based radio station. Programming included the White Clay word-of-the-day, seasonal topics such as Christmas carols in the White Clay language, live broadcasts of the culture camps and public service announcements.

#### **PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY**

This Project created a new generation of White Clay speakers. There is now a core

group of fourteen fluent White Clay youth in the Fort Belknap community, a development which has produced far-reaching effects. Ina Nez Perce, mother of a White Clay student, shared, "The youth have learned to be confident in themselves and to be proud of who they are. The classroom is a very positive environment." Lynnette Chandler, Project Director and White Clay teacher, shared, "These fourteen youth are now the strongest White Clay speakers on our reservation. They are held in such high regard that they are invited to speak at traditional ceremonies." The youth have also shared their language skills with their parents. Bonnie Bentley, mother of a White Clay student, expressed, "We are learning our own history, language and culture right alongside our children". Finally, the yearly tests indicated that not only did each student become fluent in White Clay, but the academic skill levels of every student tested at or above grade level.

Beginning in 2007, Project staff will implement an ANA project to expand the White Clay Immersion School. Project staff will develop and implement curriculum for 5<sup>th</sup> and 6<sup>th</sup> grade classes, as well as expand the number of students served. Tribal elders and community guest lecturers have committed to continue donating their time to enrich the school's learning environment. Additionally, an agreement with the local public school is in place for the White Clay students to return should future funding not be secured or if the students graduate from the immersion classroom.

Overall, the combination of an immersion classroom, summer camps and radio programs produced positive results which serve as a replicable model for Indian Country. Carole Chandler, Fort Belknap College President, concluded, "Other tribes can do what we did. We created the school we dreamed of, and we were rewarded with young speakers of White Clay."

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## STONE CHILD COLLEGE



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<b>Project Title:</b>	Stone Child College Cree Language Preservation Project
<b>Award Amount:</b>	\$144,810
<b>Type of Grant:</b>	Language
<b>Project Period:</b>	9/30/2006 – 9/29/2007
<b>Grantee Type:</b>	Tribal College

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### PROJECT SNAPSHOT

- 2 jobs created
- 3 Native American consultants hired
- 20 elders involved
- 3 youth involved
- \$14,446 in resources leveraged
- 9 partnerships formed
- 2 products developed

### BACKGROUND

The Rocky Boy's Indian Reservation is located in northern central Montana, and currently spans 121,957 acres. The Reservation was established by Executive Order of Congress in 1916 and was the last Indian reservation designated in the state. There are currently 5,744 enrolled Tribal members, 3,100 of which live on the reservation. Rocky Boy's has been home to both the Chippewa and Cree tribes since its establishment, and intermarriage between the two tribes created the unique Chippewa-Cree Indians. Stone Child College is the tribally controlled college of the Chippewa-Cree.

Cree is now the official language of the

Chippewa-Cree Tribe, as the Chippewa language has become virtually extinct on the Reservation. There are currently no other native groups in the United States who speak the Cree language. Only a handful of elders on the Rocky Boy's Reservation speak the language fluently, which emphasizes the severity of the language loss.

### PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to help preserve the Cree Language for the Rocky Boy Community through the creation of a curriculum for use in immersion camps and family classes.

The first objective was designed to create an immersion camp curriculum for school age children. Through the implementation of this objective a four-part curriculum was proposed, focusing on areas of Cree culture: 1) the Cree creation story and family roles; 2) traditional skills such as hunting, food preparation, traditional herbal nomenclature, and crafts; 3) gender roles; and 4) Cree spirituality and traditional wisdom. The Project staff, including three elder retired teachers, completed all parts of the curriculum, and the materials developed included pre- and post-tests, lesson plans

and training materials. These products underwent rigorous review prior to approval by the tribal elders and the culture committee.

Objective 2 was to design and develop curriculum for family classes. Through the College, the classes were designed for family units including grandparents, parents and children, providing an intergenerational learning experience. The topics covered in each of the four parts of the curriculum are: 1) intergenerational interactions including family terms and greetings; 2) commands; 3) commands in a household setting; and 4) the natural world including local environment, flora, fauna and weather. The Project staff completed all proposed activities and developed the family class curriculum. Again, the staff extensively researched the materials, which underwent intense scrutiny by tribal elders and the culture committee.

The major challenge in the development of these curricula involved working with the culture committee. It was at times difficult to reach a consensus regarding whether or not to include sensitive cultural issues and spiritual material in the curriculum. Additionally, with so many elders involved in the Project, health became an issue. Some delays occurred due to periodic illnesses of some of the Project participants. For example, there were delays in the development of a training unit for the curricula and pre- and post-tests, though staff members did manage to complete these materials by the end of the Project.

#### **PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY**

The Project helped the Tribe preserve traditional knowledge and created tools for teaching the language. Project staff created versatile curriculum units to apply to either a summer immersion camp or a class setting, thereby increasing the sustainability of the Project. The Project also created a

standardized template ensuring that each unit included the same components. In addition, the Project leveraged funding and resources from other interrelated tribal programs to implement other activities such as a language conference and summer immersion youth camp.

*“This Project provided the community with a template for preserving our language and culture. It also provided a Cree language symbols writing system.”*

Wilma Windy Boy,  
Project Coordinator