First Nations Development Institute

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Our Guiding Principle
We believe that when armed with the appropriate resources, Native peoples hold the capacity and ingenuity to ensure the sustainable, economic, spiritual and cultural well-being of their communities.

Our Mission
Our mission is to strengthen American Indian economies to support healthy Native communities. First Nations Development Institute invests in and creates innovative institutions and models that strengthen asset control and support economic development for American Indian people and their communities.

Our Focus Areas
With the generous financial support of individuals, foundations, corporations and tribal donors, First Nations Development Institute improves economic conditions for Native Americans in five focus areas:

- Nourishing Native Foods & Health
- Investing in Native Youth
- Achieving Native Financial Empowerment
- Strengthening Tribal & Community Institutions
- Advancing Household & Community Asset-Building Strategies

Our Five Strategies
Across these focus areas, we utilize five strategies to achieve results:

- Grantmaking
- Technical Assistance and Training
- Coalition-Building
- Policy
- Advocacy
Chairman’s Letter

Celebrating 35 Years of Resilience and Success,
But There’s Still Work to Do

After many years of service to First Nations Development Institute, it is with a great deal of purposeful thought that I have decided to step down as Chairman of the Board and as a Board member, effective in June 2016. And although this annual report covers the year 2015, I made the decision while we were in the process of pulling this report together.

To clarify, I’m stepping down with a great deal of thought, not with great reluctance, which is a phrase that many chairpersons might use in these situations. Actually, there is no reluctance whatsoever on my part. I’ve had the wonderful fortune of being part of the First Nations journey – as an advisor, Board member and Chairman – for nearly all of First Nations’ 35 years (which is half of my very own existence), and there was no doubt in my mind that the time was right for me to get out of the way.

There is no reluctance because I’m as extremely confident in the future of First Nations as I am proud of the tremendous progress the organization has made since its beginning in 1980. I have implicit confidence in the Board, the management and the staff of First Nations. The leadership core is solid and stable. We have been blessed with an amazing and visionary Board and a dedicated, innovative staff (both Native and non-Native) since the very start, and that certainly doesn’t appear to be changing anytime soon.

There is no reluctance because generous and thoughtful foundations, tribes and individual donors have stepped up to help secure the financial underpinning of the organization. Starting with the very first insightful investment by the Ford Foundation, First Nations has been fortunate to attract and cultivate additional and continuing support across a wide spectrum – support that grows because First Nations is a good steward, knows how to deliver, and recognizes and strongly believes in the ingenuity and hard work of the Native communities it serves. We sincerely thank and appreciate these foundations, tribes and individuals who have joined us at the table. And, of course, that doesn’t appear to be changing anytime soon, either.
First Nations celebrated its 35th anniversary during 2015. Over those decades, like First Nations, Indian people have made great progress. Years ago they might not have had a clear understanding of tribal sovereignty, self-governance and self-determination, but now they do. And, I believe, some (or even much) of the credit for that belongs to First Nations. This vision carries forward today as First Nations advocates for, educates and capitalizes Native communities. Again, no reluctance. The future is secure as we continue to build a Native America for the 21st Century.

Special thanks and honor is reserved for Rebecca Adamson, who along with me and A. David Lester envisioned the original concept of First Nations, which Rebecca formalized into the First Nations Financial Project in 1980 (renamed First Nations Development Institute in 1991). Rebecca's work in the early years set the foundation for much of our success. Rebecca, of course, went on to further efforts on the international scene, performing work born out of the First Nations experience.

Early on, First Nations also gave birth to the notion of a specialized arm to address the lack of capital and financial infrastructure holding back economic development in Native communities. This began with research in 1982 and became the Oweesta Program in 1986. In 1999 it became First Nations Oweesta Corporation, a wholly-owned subsidiary that supports economic growth in Native American communities through the creation, development and capitalization of Native Community Development Financial Institutions, or CDFIs.

As an aside, one of our best “Board Indians” was not Indian at all. Siobhan Oppenheimer-Nicolau, or “Oppie” as she came to be known, was a superlative advisor, sounding board, board member and just a beautiful human being. She was a dear friend. We were extremely fortunate to have both her heart and mind on our Board for so long. She passed in 2013, and is now Board Member Emeritus - In Memoriam. Also, the very same sentiment pertains to another dear, departed friend, A. David Lester (Muscogee Creek), who was there with me at inception and later as a Board member until his passing in 2012. David is also a Board Member Emeritus - In Memoriam. It is my hope that the spirit and wisdom of both Oppie and David will continue to guide First Nations into the future, and I trust that future to the Board.

Likewise, the Ford Foundation, which gave First Nations much-needed seed money, was revolutionary at the time by recognizing the importance of what we were trying to do in Indian Country and providing the seminal resources with which to do it. We wanted to fund niche projects, and support Indians’ own ideas and ideals in order to move forward. The Ford Foundation got it.
Early on in its history, First Nations’ Board policy was based on three key principles, which I believe set us on the right path then, now and for the future. Had we not subscribed to these tenets for all those years, First Nations might have been a very different organization today, if it existed at all. I’m biased, of course, but I think it turned out perfectly:

- **Operate with no federal funding.** We knew from our experience as Indians that government funding usually always comes with an agenda, sometimes deeply hidden, which was largely why Native communities were in the bad situation they were at the time. Although we now work with some federal agencies, we are ever vigilant to not let any other agendas steer us off course.

- **Take no political positions.** We are not a lobbying, activist or politicized organization. Yes, we are definitely an advocate and a voice for Indian people, and we advocate for systemic change to improve Native communities and economies, but we are not partisan. We believe our mission is above politics. Even in the early days, First Nations was a sought-after nonpartisan sounding board and played a major role in advising on national policy relating to the First Americans. That continues to this day.

- **Let our work speak for us. Let our accomplishments be our message.** We did not want First Nations to be a shallow publicity machine or a one-dimensional activist organization that engaged in media hype. We wanted to generate real, concrete and positive results based on the innovation we saw possible in Native communities. We wanted to be a bridge between available resources and Indian ingenuity. We wanted the results to speak for themselves. And they do.

More than ever, the evolution of First Nations and the success of its grantees makes me believe even more firmly in the concept of resilience and, especially, in the sheer resilience of us as Indian people. But our jobs are not done yet. Indian people still need a voice and an advocate. We still need to move the needle in a positive direction on the dial.

First Nations has been such an integral part of my own life for more than 35 years that I can hardly imagine not being actively involved in its work on an almost daily basis. But the organization is in good hands, its work will go on, and it will continue to strengthen American Indian economies to support healthy Native communities. With heart and empathy, it will continue to be a voice and an advocate for Indian people.

It’s been quite a ride! Thank you for allowing me to be a part of it.

**B. Thomas Vigil** (Jicarilla Apache/Jemez Pueblo)

Chairman  
Board of Directors  
First Nations Development Institute
President’s Letter

AND the Pursuit of Happiness –
Changing the Narrative about How Indians are Viewed

In past essays I have written about First Nations’ work . . .

That for 35 years now, First Nations has focused its asset-based development in Indian Country for, with and by Indians. This is terribly important because the appropriated use of American Indian assets has created, in the United States, one of the world’s wealthiest economies, but it has had a significantly negative impact on American Indians’ economic and human rights, and has seemingly made these same Native Americans exempt from the rights of life, liberty and the pursuit of happiness that are enjoyed by non-Native Americans.

To me, the most important part of that sentence, so often quoted from America’s Declaration of Independence, is not the life, liberty or happiness part, but the “AND.”

In his Chairman’s letter, Chairman Vigil talks about the principles that have guided First Nations’ work for the past 35 years. But in order for us to do this effectively, we also need to change the narrative of the way in which Indian people are viewed in this country.

Here at First Nations we stand by the belief that control of one’s economic destiny applies to all people equally, and that sharp vigilance and timely intervention can prevent the continuation of the past few centuries of American Indian (Indigenous) peoples’ disenfranchisement from controlling their own economies.

For me, the work of First Nations Development Institute centers on the “AND.”

As important as the WHAT of First Nations’ work is, there is a more important part here, at least on a personal level, as to the WHY of what we do.
A great part of that “WHY,” for me, is based on the experiences of three influential men in my life – all relatives.

Donald Roberts (left in top photo), my grandfather, was born in 1910 in the Alaska Territory, and while his every breath would be dictated by laws and government officials, he and his people would not gain the right to vote until 1924 – 54 years after the 15th Amendment (in theory) gave blacks the right to vote.

At age 11 he would be sent off to boarding school in Oregon, where as an Indian, he was taught a menial trade because there was no being Indian AND something else.

Standing next to my grandfather in this picture is my father, Peter Roberts (right), who one week before he was to graduate from high school had his English grade changed from an A to a B because – in the minds of school administrators – he could not be Indian AND valedictorian.

And you might recognize the goofy guy on the left in the bottom photo. That’s me. More important is the long-armed and long-legged guy next to me. He’s my brother, Joseph Roberts. He was perhaps the best pure jump-shot shooter to come out of Ketchikan, Alaska. But he was not chosen for our high school varsity team because he was Indian. There was no possibility of being Indian AND a varsity basketball player.
My life and my recent life’s work have been to change the perception of Indians. This AND – this ability to be Indian AND something else – is even more important because of these two young ladies, my daughters.

These two young Tlingit Ladies have middle names derived from my great aunt, Elizabeth Peratrovich – and I would challenge all of you who studied in inferior schools where Indian and Alaska Native history was not taught to discover who she was. She was Indian AND a civil rights activist. AND it is my hope that by giving my daughters her name, they might realize their dreams of being Indian AND

- An Athlete, or
- A Famous Prima Ballerina, or
- A United States Senator, or
- An Astronaut

But in order for this AND to happen, we have to tear down more than 500 years of mythology.

There is a quote by President John Kennedy that always makes me think about the way in which too many people perceive Indians:

“The great enemy of truth is very often not the lie – deliberate, contrived and dishonest – but the myth – persistent, persuasive and unrealistic. Too often we hold fast to the clichés of our forebears. We subject all facts to a prefabricated set of interpretations. We enjoy the comfort of opinion without the discomfort of thought.”

And this plays out in so many ugly ways, and the ways of thinking into which we as Americans are indoctrinated from the time we are very young. If you don’t believe me, ask yourself these three questions:

- What Makes the Redman Red?
- When Did He First Say “Ugh”?
- Why Does He Ask You “How”?

A great part of my work is not the day-to-day stuff of raising money and running an organization. It’s not making grants and boosting economic development in some of the poorest Third-World-like environments within the borders of the U.S. My work is to do all of this AND, if I am lucky – on good days – I am allowed the opportunity and the privilege to help make the invisible visible.

Here at First Nations we invest in the hopes and dreams of Indian communities AND we invest in these communities’ own solutions.
This includes investments in Native food and agriculture systems – where most every one of the country’s 567 federally-recognized tribes resides in a food desert – or in a crucial health or nutrition project against the backdrop of a country that invests two times more money on health care for federal prisoners than it does for Indian people. It also includes First Nations investing in Native youth and culture efforts, where we are providing funds to stave off the worst effects of acculturation and assimilation and helping keep distinct languages, cultural traditions and practices alive.

But in order to be effective, we at First Nations, and others in Indian Country generally, are often fighting invisibility AND we are constantly fighting for inclusion.

In most cases we are not included in studies, opinion polls or surveys. (It would be nice if we could at least get an “N.A.” Two simple letters – N.A. – that’s all we ask. Two letters – N.A. – for “Native American.”) And while we are well aware that there is little disaggregated data on us, that shouldn’t mean we are completely left off the charts, the graphs, and the PowerPoints and neglected in the research reports. We are constantly asking for the courtesy that if data can’t be found, or it’s not enough or timely or statistically sound, that at least we be listed, perhaps even as “N.A.” followed by “N/A” – meaning “not applicable” or “not available.”

AND I don’t mean N/A in the sense of “not admitted” or “not addressed” or “not acknowledged” or, worse, “not allowed.” (Back in the days before Alaska Native rights, “not allowed” was common on signs at stores and other public places, as in “NO DOGS OR INDIANS ALLOWED.”)

And our inclusion cannot be as cultural objects. It can’t be as some dehumanized “other” as highlighted in the ongoing and visible debate about Indians as mascots. Tim Wise may have said it best in his famous essay entitled “Darken Up Asshole” (pardon the crudity), when he noted:

“Perhaps most importantly, we could begin by telling the truth about what was done to the indigenous of this land, rather than trying to paper over that truth, minimize the horror, and, once again, change the subject. You know the kind of people I’m speaking of: the ones who refuse to label the elimination of over ninety-five percent of the native peoples of the Americas ‘genocide.’”

If we at First Nations hope to be effective over our next 35 years, we need to change the narrative of how Indians are viewed – and not only by making them visible and actively refuting the persistent racist stereotypes about them, but greatly shifting those deep-core perceptions of us AND allowing us to enjoy the very life, liberty and pursuit of happiness promised by America’s Declaration of Independence.

We’ve had 35 years of growth and success. We’ll continue the good work we already do, plus we’ll double up on our efforts to reclaim our rightful perception.

Michael E. Roberts (Tlingit)
President & CEO
First Nations Development Institute
Nourishing Native Foods & Health

In 2015, First Nations continued its work on improving Native control of food systems, and improving the nutrition and health of Native communities. During the year, First Nations provided more than $1.01 million in direct financial assistance to support community-based models working toward local food-system control. First Nations also provided technical assistance and training to hundreds of Native communities, organizations and individuals to encourage human and organizational capacity development, and to promote best practices and information sharing within and across reservation communities.

Historically, Native communities possessed elaborate food systems that included systems for hunting, gathering, subsistence farming and trade. Historical polices aimed at land displacement, removal and cultural transformation focused on replacing traditional Native agricultural practices and foods with diets dependent on government rations and other federal programs, as well as convenience. As a result, today almost all reservations in the U.S. are located in what the U.S. Department of Agriculture labels a food desert – where access to fresh and healthy foods is difficult. Moreover, Native people face disproportionately higher rates of food insecurity, hunger and diet-related diseases when compared to the larger population.

Despite this current reality, there is a dynamic and growing movement taking place in Native communities working to increase access to fresh and healthy foods, create economically viable food-related business models, offset household income spent on food, and create local policies to exert greater control over the local food system. First Nations is honored to have supported this expanding movement in Native communities.

2015 Highlights

- **Native Agriculture and Food Systems Initiative:** With the generous support of the W.K. Kellogg Foundation, First Nations awarded 11 grants totaling $215,400 to Native tribes and organizations working to increase access to fresh and healthy foods and improve the lives and well-being of Native children and families. First Nations also provided individualized and customized technical assistance and training to all grantees to grow human and organizational capacity. Through support from Agua Fund, Inc., First Nations also provided $30,000 in grants to two South Dakota projects that were focused on food sovereignty and sustainable gardening and agriculture.

- **Seeds of Native Health:** Seeds of Native Health – created and funded by the Shakopee Mdewakanton Sioux Community (SMSC) – is a major philanthropic effort to improve the nutrition of Native Americans across the country. It encompasses efforts to improve awareness of Native nutrition problems, promote wider application of proven best practices, and encourage additional work related to food access, education and research. As a partner under the Seeds of Native Health program, First Nations awarded 15 grants totaling $495,500 to Native communities working to improve health, nutrition and food access in Native communities.
**Combating Senior Hunger:** In 2015, First Nations continued to support models to combat senior hunger in Native communities. Data has documented that approximately 12 percent of all Native Americans living in poverty are age 55 or older. Additionally, Native American seniors often suffer from higher rates of obesity, diabetes and other diet-related illnesses. With the generous support of AARP Foundation, First Nations provided grants totaling $187,660 to Native communities working to improve the health and nutrition of Native American seniors. First Nations also provided individualized technical assistance and training to grantees with the goal of increasing organizational and programmatic capacity to promote long-term success.

**2015 Food Sovereignty Summit:** In partnership with the Oneida Nation of Wisconsin, First Nations co-hosted the Third Annual Food Sovereignty Summit in Green Bay, Wisconsin. This event was attended by more than 350 individuals representing over 150 Native communities. This event showcased best-of-class programs in Native communities with the goal of promoting peer-learning, and sharing best practices and lessons learned. Experts from the Oneida Nation and other partners hosted experiential learning field pre-sessions focused on environmental restoration, bison, farm and orchard management, and climate change.

**Walmart Foundation – Building Capacity of Native Ranchers:** First Nations was awarded a grant of $500,000 from the Walmart Foundation to support a project aimed at building the organizational and programmatic capacity of Native American tribes and organizations focused on cattle and/or bison ranching. The aim was to improve their management of natural resources, engaging younger community members in ranching businesses, and/or expanding access to new markets. Under the 2015 project, First Nations worked with selected Native ranching groups and tribal organizations as primary project partners. They received financial grants to be used for infrastructure improvements, equipment, training or consulting services to advance their operations. The project partners, along with an additional 10 Native ranchers, attended the Third Annual Food Sovereignty Summit, which generated significant networking and learning opportunities for the individuals as well as strengthened the capacity of the entire rancher group.

**USDA – 2014-2015 Conservation Innovation Grant (CIG):** First Nations received $68,706 to develop and/or refine a conservation-planning process focused on grazing management for Navajo livestock producers. The First Nations project partnered with Nahata Dziil 14R Ranch Corporation (known as 14R), a newly incorporated, Navajo-controlled, nonprofit organization, to develop and/or refine a conservation-planning process for 14R producers. The goal was to build organizational capacity by assisting 14R in obtaining its 501(c)(3) nonprofit status and to increase control of natural resources with the development of the conservation-planning process. By obtaining its 501(c)(3) status, the 14R organization is positioned to obtain funding that will enable it to advance Navajo producers.

**USDA – 2015-2016 Conservation Innovation Grant (CIG) and The Christensen Fund:** First Nations received $87,509 from USDA that was matched with funds in the amount of $87,510 from The Christensen Fund to build the organizational capacity of a Native conservation association and the individual capacity of Native farmers and ranchers, primarily in Arizona. The aim was to increase Native control of Native assets such as natural resources and strengthen the capacity of a Native nonprofit to assist the Arizona community in its conservation efforts. The selected partner on this project was the Arizona Association of Tribal Conservation Districts (AATCD). The AATCD is currently a community group comprising representatives from each of the 10 tribal conservation districts in Arizona. First Nations is assisting AATCD in completing the work necessary to obtain its 501(c)(3) nonprofit status. By obtaining this status, AATCD will be able to independently seek funding that will enable it to strengthen the conservation efforts of the 10 tribal conservation districts and serve as a liaison between federal agencies and tribes to impact policy and funding opportunities resulting from the Farm Bill.
USDA – Office of Advocacy & Outreach (OAO): Through the support of the USDA’s Office of Advocacy & Outreach, First Nations received $158,175 to provide capacity-building training to 75 socially disadvantaged and veteran Native American farmers and ranchers through First Nations’ *The Business of Indian Agriculture* curriculum training sessions that are designed to help farmers and ranchers succeed in managing their businesses. Three trainings were conducted for 25 participants each, covering the five modules of business, accounting, financial management, agribusiness economics and marketing, and land use and management.

**Policy and Advocacy:** In collaboration with the Indigenous Food and Agriculture Initiative at the University of Arkansas School of Law, First Nations coordinated policy and advocacy work to increase access to fresh, healthy and traditional foods within the Food Distribution Program on Indian Reservations (FDPIR), which is commonly referred to as the commodity food program. First Nations continued to collaborate with other national partners to encourage the U.S. Food and Drug Administration to conduct tribal consultation and also provide training for Native producers in anticipation of continued rulemakings under the Food Safety Modernization Act (FSMA). Finally, First Nations continued to support Native communities in code and policy development related to local food systems.

**Building Human Capacity and Technical Expertise in Native Communities:** In October 2015, First Nations hosted its first training utilizing *The Business of Indian Agriculture* curriculum and also a training on the *Food Sovereignty Assessment Tool*. Both *The Business of Indian Agriculture* curriculum and the *Food Sovereignty Assessment Tool, 2nd Edition* were released in late 2014. This training brought together more than 50 individuals from over 40 Native communities and organizations to learn how to utilize both tools. First Nations also hosted numerous free and publically available webinars on local food systems through its *First Nations Knowledge* webinar series. These included “Senior Hunger in Native Communities,” “Cattle Health Management and Vaccination Plans,” and “Tribal Conservation Planning.”

**2015 Publications**

**Senior Hunger and Food Insecurity in Indian Country: Community-Based Solutions to Improve the Health and Well-Being of Tribal Elders:** First Nations, with support from AARP Foundation, launched the Native American Food Security Project to find sustainable solutions to senior hunger and food insecurity in rural and reservation-based Native communities. The project resulted in numerous gardens, farms and other community-based food solutions that yielded (by publication date) more than 12,000 pounds of fresh fruits, vegetables and meat for Native seniors. This report recaps numerous successful projects under this initiative, along with exploring several identified challenges to addressing the issue of senior hunger.

**Informing Strategies to End Senior Hunger in Native Communities: 19th Annual L.E.A.D. Conference Pre-Session Convening Summary Report:** At the 19th Annual First Nations L.E.A.D. Conference in 2014, a pre-session was held with nearly 40 tribal leaders and practitioners to discuss strategies for eliminating senior hunger in rural and reservation-based Native communities. It generated a dialogue regarding how senior hunger affects their communities and how solutions can be found. This report summarizes the findings, including the six barriers and challenges that were identified.
Highlighting Outcomes Under the Native Agriculture and Food Systems Initiative 2012-2014: As the largest private grantmaker that supports efforts to reclaim Native American food-system control, First Nations invested more than $4 million from 2012 through 2014 in grantmaking, training, technical assistance and other activities (47 grants to 30 tribes and organizations), with crucial support of the W.K. Kellogg Foundation. This report details some of the significant outcomes of that investment.

Food Sovereignty Assessment Tool, 2nd Edition: This newly revised, second edition of the highly popular Food Sovereignty Assessment Tool provides an introduction to the food security movement in Indian Country. It is a great resource to get people thinking about food systems in Native communities and what can be done to regain control over those Native food systems.

Native Agriculture and Food Systems Initiative: A Final Evaluation Report of 2012-2014 Program Activities: Since 2012, First Nations, with generous support from the W.K. Kellogg Foundation, has been implementing a multi-faceted national strategy that seeks to build a sustainable movement in Native communities to address food systems, food insecurity and food deserts. The signature component of this effort is the Native Agriculture and Food Systems Initiative (NAFSI). This evaluation report describes the activities and outcomes of the effort from 2012 through 2014, and provides additional social networking and cluster analyses.

Cultivating Food & Culture at the Pueblo of Nambé

“If we didn’t have our culture, we wouldn’t be a pueblo. We would just be another town.” This is why the Pueblo of Nambé in New Mexico is ingraining its rich heritage in every crop, and growing pride with every harvest.

“It’s an investment in not only food sovereignty, but in the future of our people,” said Nambé Farm Manager George Toya.

It’s all happening thanks to the Nambé Community Gardens, which began in 2012 with initial funding from First Nations Development Institute (First Nations). In just four years, the gardens have grown from one acre to six, and have infused life into family farms and public lands that were “drying up” along with the opportunities for young people to learn about their culture and heritage.

Returning to farming, returning to roots

“There was no one left to do the farming, and little for young people to come home to,” Toya said.

Recognizing the need to not only grow food but also reconnect with their culture, the Pueblo of Nambé sought funding for the Community Farm Project. With a $25,000 grant from First Nations, the pueblo was able to clear and harvest land and begin providing locally-grown food to the whole tribal community. They were also able to construct a hoop house to grow food year-round, create a plan for surplus and distribution, and develop a food database.
They did it by involving the community, and by seeking – in the Pueblo way – the input of their elders. “There is a sacredness to food and water. It’s the most important thing in your life. It affects everything you do. The elders knew that, and now we’re just relearning it,” Toya said.

In learning about Native agriculture practices, Nambé youth also discover their identity. “People who don’t have the pleasure of saying ‘This is who I am, this is where I am from’ are kind of lost,” Toya said, “And when that happens, they tend to be vulnerable.”

Through the Nambé Community Gardens, young people learn the practices and customs of their people. This lets them know they have a history, and instills in them a sense of pride.

In addition, the agriculture experience provides another tool in what Toya refers to as a “toolbox” of life skills. “It gives them more things to learn and be exposed to. And if they have an interest in what they learn, they now have a community to stay with and build from, so they don’t have to seek a life elsewhere,” he said.

**Growing for the future**

As part of the Pueblo way, the Pueblo of Nambé does the most with what it has, said Toya. And every year since 2012, it’s been able to do more and more.

Since the initial grant, the Pueblo of Nambé has received additional funding through First Nations to build on the success of the Community Farm Project and to launch additional efforts toward food sovereignty and cultural enrichment. The organization has been granted a total of $162,250 through First Nations’ Native Agriculture and Food Systems Initiative, its Native Youth and Culture Fund, and its partnership in the Seeds of Native Health campaign.

“This whole project would have never been started without the support of First Nations,” Toya said. “They saw that there was a need here, and we’ve been very fortunate. The entire community is thankful.”

Today, the Community Gardens cover six acres and include a small herd of bison and a cross-trained staff of three farm technicians, who also act as cultural mentors. The Pueblo of Nambé has developed a new drip-irrigation system and cultivated a 1,000-vine vineyard. In addition, the pueblo is leading a five-year food and health assessment, which will establish a baseline of the community’s health knowledge and provide hoop houses to select assessment participants. It is hoped that at the end of the five-year assessment, the community will have 20 new hoop houses in operation, and a growing number of people will be more focused on health, exercise, nutrition and risk factors.

“Our future is bright and we keep moving forward. We keep doing what we can do, and as much as we can do,” Toya said.
Investing in Native Youth

First Nations believes that Native youth represent the future of Native communities, and that their health and well-being determine the future health and well-being of a community overall. By investing in youth and giving them a sense of place and tradition in the community, a community ensures that it will have bright and capable future leaders.

First Nations invests in Native youth and their families through many programs, but the cornerstone of First Nations’ youth efforts is the Native Youth and Culture Fund, which annually provides grant support to numerous youth-related projects. First Nations also has a range of financial education programs that are geared toward Native youth, including the Crazy Cash City reality fair and the Spending Frenzy workshop. The goal is to provide programs that meet youth where they are, support them in accomplishing their goals and dreams, and prepare them for an empowered adulthood guided by their cultures, families and traditions.

2015 Highlights

Native Youth and Culture Fund: The Native Youth and Culture Fund (NYCF) was launched in 2002 to provide support for culturally-based, Native American-led programs in rural and reservation areas that empower Native American youth. In 2015, $460,000 in funding as well as training and technical assistance was provided to 26 tribes, Native nonprofit organizations and Native community groups supporting youth projects in four priority areas:

1. Preserving, strengthening or renewing cultural and/or spiritual practices, beliefs and values.
2. Engaging both youth and elders in activities that demonstrate methods for documenting traditional knowledge, practices and/or beliefs, where culturally appropriate.
3. Increasing youth leadership and their capacity to lead through integrated educational or mentoring programs.
4. Increasing access to and sharing of cultural customs and beliefs through the use of appropriate technologies (traditional and/or modern), as a means of reviving or preserving tribal language, arts, history or other culturally-relevant topics.

The initiative is funded by the Kalliopeia Foundation, the Susan A. and Donald P. Babson Charitable Foundation, and an anonymous donor.
Native Agriculture and Food Systems Initiative Scholarship Program: In 2014, First Nations piloted the Native Agriculture and Food Systems Initiative Scholarship Program. First Nations continued the scholarship program for the 2015-2016 academic year by awarding five $1,000 scholarships to Native American students who are assisting their communities in efforts to regain control of local and traditional food systems. The purpose of the scholarship program is to increase the number of Native American college students entering agriculture and agriculture-related fields. Many farmers, ranchers, herders and others are retiring without qualified replacements trained to take their place. According to the USDA, the number of farmers and ranchers nearing retirement age has grown by 22 percent in the past five years, while the number of young farmers and ranchers adequately trained to replace them has decreased by 14 percent. The lack of qualified replacements could have potentially dangerous effects on efforts to reclaim control of local Native food systems. These scholarships are one way to turn the tide and increase the number of Native youth interested in careers related to agriculture and food.

Advancing Positive Paths for Native American Boys and Young Men: The project was aimed at improving educational and employment outcomes for middle school and high school Native boys and young men. Grants were provided to support Native American boys and young men with mentoring opportunities and culturally-specific and relevant program activities by connecting them to meaningful and culturally-based community services and support systems that emphasize educational achievement as a vehicle to future success, with an overall goal of increasing positive outcomes for them by targeting early interventions that focus on dropout prevention and increase middle school retention and high school graduation rates, and policy and programmatic efforts to elevate the importance of a caring adult to re-engage youth who may be disconnected from work or school. This project was supported by the Robert Wood Johnson Foundation, NEO Philanthropy, and the Kalliopeia Foundation.

Spending Frenzy Program and New All-in-One Kits: The Spending Frenzy program is an interactive financial education simulation designed for Native youth who are receiving minor’s trust payouts. Youth receive the amount of their minor’s trust payout in play money, and then get to make a series of spending and savings decisions. In 2015 First Nations conducted Spending Frenzy workshops in 10 communities across seven states – on nine reservations and at the annual L.E.A.D. Institute Conference that was held in Santa Fe, New Mexico. By popular demand, First Nations launched the all-in-one Spending Frenzy kits in 2015 and sold nine kits between July and December 2015. The boxed kit comes with everything needed to host a successful simulation, complete with all booth materials, a facilitator’s guide, stacks of play money, a professional bill counter, budgeting cards, Spending Frenzy merchandise and more. The Spending Frenzy can also be used for youth who are not receiving a minor’s trust payment, and has been used by many groups to teach budgeting skills.
San Manuel Band of Mission Indians: First Nations received generous funding from the San Manuel Band of Mission Indians in October 2015 to enable the $pending Frenzy program to reach more communities. First Nations is using the funds to develop more workshop kits and to create new training materials, including instructional videos for community trainers, as well as offering trainings to three communities in 2016. First Nations conducted the first $pending Frenzy workshop under this project at the San Xavier Indian Reservation for the Tohono O’odham Nation, serving more than 80 participants in partnership with staff from the Office of the Special Trustee for American Indians.

Well-Being in Student Health and Financial Self-Sufficiency: The Well-Being in Student Health and Financial Self-Sufficiency (WISHSS) project works with longtime partner Gallup Central High School (Gallup Central) in Gallup, New Mexico, to offer a multimodal financial education program for student-parents that includes opening savings accounts during the 2015-2016 school year. Gallup Central houses the Graduation, Reality and Dual-Role Skills (GRADS) class for student-parents as part of a statewide initiative in New Mexico focused on providing support and education to pregnant and parenting teens. As part of our project, the GRADS program has begun offering financial education in a variety of formats including guest lectures from financial experts, experiential learning events and interactive lessons that encourage good spending and savings decisions. First Nations has also worked with a local bank partner, Pinnacle Bank, to open matched Youth Savings Accounts for students and matched Children’s Savings Accounts for their kids. Funded by the W.K. Kellogg Foundation, First Nations provided the seed deposits in the accounts, and students have begun contributing savings to their accounts.

Pathways to Financial Empowerment Project: Funded by the Paul G. Allen Family Foundation, the Bill and Melinda Gates Foundation, and the Bank of America Charitable Foundation, this project supported work with the Early College Academy of the Native American Youth and Family Center (NAYA) in Portland, Oregon. First Nations worked with NAYA’s Early College Academy to offer financial education classes during the 2014-2015 school year, utilizing the Building Native Communities: Financial Skills for Families curriculum. First Nations also worked with Early College Academy staff to offer experiential learning opportunities such as the Crazy Cash City financial reality fair and matched Youth Savings Accounts that were used to help youth build assets, learn the savings habit, and use mainstream financial services. Overall, nearly 100 students participated in financial simulations and 23 students took the financial literacy course. Outcome data demonstrated that students were more confident in their ability to carry out financial practices and have plans to improve their financial future after taking the course.

2015 Publication

Investing in Native Youth: Grantmaking Trends from the Native Youth and Culture Fund: This report analyzes data and trends from the five most recent years (2010-2014) of grantmaking activities under the Native Youth and Culture Fund (NYCF). Overwhelmingly, the report reveals a significant unmet funding need for programs and projects aimed at Native American youth. During this five-year period, First Nations received 999 grant requests totaling more than $18.4 million from Native communities. Of these proposals, First Nations was only able to fund approximately 11 percent of requests, meaning that in the past five years, approximately 89 percent of the applicants were left without funding.
Native High School Students Learn Ropes of Financial Fitness

Native American high school students are learning the ropes of financial fitness in Gallup, New Mexico. With generous funding from the W.K. Kellogg Foundation, First Nations teamed up with longtime partner Gallup Central High School (Gallup Central) to facilitate a multimodal financial education program that includes opening savings accounts. The project is known as WISHSS, or Well-Being in Student Health and Financial Self-Sufficiency.

Gallup Central houses the Graduation, Reality, and Dual-Role Skills (GRADS) class for student-parents as part of a statewide initiative in New Mexico focused on providing support and education to pregnant and parenting teens. As part of our project, the GRADS program now offers financial education in a variety of formats including guest lectures from financial experts, experiential learning events and interactive lessons that encourage good spending and savings decision.

A main feature of the WISHSS initiative is assisting students in opening matched Youth Savings Accounts for themselves and matched Children’s Savings Accounts for their children. Only three students indicated that they had a bank account at the beginning of the program. Moreover, surveys suggested that the majority of the class had very little experience with banking institutions and safe banking products available to them. Students were excited to open accounts and begin the savings habit. Many students established savings goals such as purchasing a car, saving for college or buying nursery furniture.

First Nations worked with local partner Pinnacle Bank to offer bank accounts for students. Students have gone on a series of field trips to open accounts and received seed deposits of $50 provided by grant funding. By the end of 2015, 19 students had opened an account for themselves and they had opened 12 accounts for their infants.

To encourage student savings, First Nations hosted a savings contest in December and students received tickets for a raffle drawing for every $5 they deposited into their account(s). Additionally, the First Nations team has sent a variety of “e-nudge” text messages to students about progress toward savings, tips on practicing good financial habits, and reminders about upcoming savings contests.

New GRADS students and GRADS students with newborn babies will continue to sign up for accounts in 2016. Students will also continue saving to work toward their savings goal of $50, which will qualify them to receive a savings match from First Nations. Additionally, all youth at Gallup Central participated in a $pending Frenzy workshop in the spring of 2016.
Achieving Native Financial Empowerment

Economically empowered Native families contribute to vibrant economic, cultural and social systems in Native communities. First Nations’ work promotes increased financial knowledge, enhances financial capability, and ultimately leads to financial empowerment for Native people. First Nations and its subsidiary, First Nations Oweesta Corporation, work in partnership with American Indian tribal governments and community leaders to design and administer financial and investor education programs.

2015 Highlights

- **Building Native Communities: Financial Skills for Families:** In 2015, First Nations worked to revise the *Building Native Communities: Financial Skills for Families* Participant Workbook. First Nations Development Institute staff partnered with First Nations Oweesta Corporation (Oweesta) and convened an advisory committee to revise this hallmark financial education curriculum for Native communities. Funded by the Rose Foundation and the AMB Foundation, the team wrote new content based on feedback from the field and to adjust for changing technology. The team also enhanced the math content of the workbook. There are new sections that cover topics like online banking, consumer savvy (recognizing persuasion tactics), and setting up a record-keeping system. The advisory team also collaborated on creating new illustrations throughout the book. The resulting workbook has a more modern and visual feel.

- **Training Tools:** We also created new training tools to accompany the *Building Native Communities* curriculum. First Nations staff worked with Oweesta staff to update the Instructor Guide that accompanies the *Financial Skills for Families* curriculum. The updates include several new chapters that incorporate supplemental training materials previously not included in the Instructor Guide. Additionally, the team has created and launched a new website at www.BNCweb.org that serves as a resource center for Native financial education practitioners. The site contains a suite of financial education curricula, downloadable instructor guides, trainer tools, research publications and additional resources. These efforts were funded by the Rose Foundation and the Paul G. Allen Family Foundation.

- **Fighting Investment Fraud in Indian Country:** First Nations continued to work in partnership with the FINRA Investor Education Foundation to conduct trainings and workshops in Indian Country to raise awareness of financial and investment fraud and help educate consumers on how to protect themselves from fraud. Over the funding cycle First Nations conducted a total of 34 outreach events and trainings, reaching a total of 1,459 people. These events included 12 workshops for minor’s trust recipients, five presentations for participants in the Land Buy-Back Program, five train-the-trainer workshops on the *Building Native Communities: Financial Skills for Families* curriculum, and more.
**Financial Education Workshops, Presentations and Trainings – 2015**

- **Workshops**: First Nations Development Institute continued to provide financial education workshops, trainings and presentations across the country in 2015. First Nations gave 26 presentations last year in a range of settings and communities, working directly with more than 15 tribes and traveling to 14 states in North America (see map).

- **National Partners**: First Nations continued to work with its national partners at the Office of the Special Trustee for American Indians and the Land Buy-Back Program for Tribal Nations at the U.S. Department of the Interior. In coordination with staff at these two agencies, First Nations conducted several financial education workshops designed to help people learn more about managing windfall payments and avoiding financial fraud.
2015 Publications

- **Adding Up to Success at NAYA’s Early College Academy:** This evaluation report was produced for the Paul G. Allen Family Foundation and provided an overview of First Nations’ financial education program at the Early College Academy.

- **New Money Coming Into Indian Country: Plan for the Long Term:** This publication was produced in partnership with the FINRA Investor Education Foundation and is part of its Investor Alert series. This publication provides helpful tips for managing windfall payments and describes ways to avoid financial fraud.

$pending Frenzy Takes Off Like Wildfire

The $pending Frenzy financial simulation for Native youth caught fire in 2015. In that year alone, First Nations facilitated workshops in 10 communities across seven states – on nine reservations and at the annual L.E.A.D. Institute Conference that was held in Santa Fe, New Mexico. First Nations also responded to requests from the field and introduced the all-inclusive $pending Frenzy kits in July 2015. In 2015 First Nations sold nine kits.
The $pending Frenzy financial reality fair was designed by First Nations to offer youth who are expecting a large minor’s trust payment an opportunity to practice handling a substantial lump sum of money and to spend it wisely. In the simulation, teens are given $40,000 in fake money and are required to make spending decisions related to purchasing a car, a house, groceries and other items. Students can practice visiting a bank to cash their check and deposit a share of their money into savings, and are also given the opportunity to learn about investing a portion of their money.

Surveys from $pending Frenzy events held in Native communities across the nation have revealed that over 90% of participants found the event useful and believed they could use the information from the event to assist them in managing their money.

Since the first pilot of the $pending Frenzy with Seneca Nation youth in 2011, First Nations has helped facilitate the financial simulation two dozen times in 12 different states and 19 unique communities across the country. In total, about 1,400 Native youth have participated in the event and learned to better manage their minor's trust payments. Tribes, community organizations, schools and others have been in, well, a frenzy for the simulation! To keep up with the demand for the $pending Frenzy, First Nations answered the call by producing an all-in-one, do-it-yourself kit in 2015.

The boxed kit comes with everything needed to host a successful simulation, complete with all booth materials, a facilitator’s guide, stacks of play money, a professional bill counter, budgeting cards, $pending Frenzy merchandise and more.

Funding from the San Manuel Band of Mission Indians will enable First Nations to continue producing kits, create training videos, and offer more community trainings in 2016.
Strengthening Tribal & Community Institutions

Through grant support, technical assistance and training, First Nations provides tribes and Native communities with the tools and resources necessary to create new community-based nonprofit organizations and to strengthen the capacity of existing nonprofits and tribal agencies or departments.

For 35 years, First Nations has supported hundreds of model projects that help revitalize Native communities, while integrating social empowerment and economic strategies. First Nations believes that by bolstering tribal and community institutions, we are helping to build economically stronger and healthier Native communities for the long term.

2015 Highlights

- **U.S. Department of Housing and Urban Development ONAP Training & Technical Assistance Program:** Since 2014, First Nations has been providing on-demand training and technical assistance to recipients of HUD’s Indian Housing Block Grants (IHBG) under the Native American Housing Assistance and Self-Determination Act (NAHASDA). The purpose of this program is to strengthen and build the capacities of Tribally-Designated Housing Entities (TDHEs) to provide safe and affordable housing to their tribal members. In 2015, First Nations provided training to housing directors, staff and boards of commissioners at eight TDHEs. These trainings improved knowledge and implementation of NAHASDA rules and regulations, eligible housing activities, managing multiple funding sources, strategic planning and financial management, low-income housing tax credits, self-monitoring activities, and general compliance with HUD requirements.

- **National Urban Indian Project:** The National Urban Indian Organization Project is funded by The Kresge Foundation and the Comcast Foundation. Their funding has supported peer-to-peer meetings with national urban Indian leaders and grantees to build organizational capacity. This project encourages participants to identify and solve problems to retool, revitalize or build nonprofit business enterprises, performance management, or evaluation processes. Participants inquire into their leadership practice and the ways to optimize the function of internal operations through assessment, analysis, and evaluation processes that drive decisions and actions. Capacity-building efforts include peer learning/communities of practice; facilitation from nonprofit, for-profit, and tribally-based consultants; technical assistance; and collaboration. Peer-to-peer contact is a key strategy where individuals learn about others’ experiences, techniques, systems, or processes – to analyze what is working, or not, to empower the human services field. This program is an innovative passport to learn more deeply about the most complex local, state, and national problems urban Indian leaders and their nonprofit organizations are facing today.

- **Native Arts Capacity Building Initiative:** First Nations established the Native Arts Capacity Building Initiative (NACBI) in 2014 with the purpose of increasing the organizational, managerial, and programmatic capacity of Native-controlled nonprofit organizations and tribal government programs that directly serve Native artists and the field of Native arts. The long-term goal of the NACBI is to support the development of art as an important component of Native community economic development as well as the
proliferation of Native cultures as an integral asset of Native communities. First Nations utilizes a three-pronged approach of institutional capacity-building by providing NACBI grantees with direct financial assistance, individualized technical assistance, and peer-learning and training opportunities. In 2015, under the NACBI, First Nations awarded a total of $165,000 to four Native-controlled nonprofit organizations and two tribal programs, all of which directly serve Native artists: American Indian Community Housing Organization, Dakota Wicohan, Little Eagle Arts Foundation (LEAF), Turtle Mountain Tribal Arts Association, Lower Sioux Indian Community, and Red Lake Band of Chippewa Indians. This initiative is supported in part with a generous grant from the Margaret A. Cargill Foundation of Eden Prairie, Minnesota.

Nurturing Native Givers and Giving: First Nations established Nurturing Native Givers and Giving in 2014 with the goal to further democratize philanthropy and direct more philanthropic resources to Native communities. Supported by the W.K. Kellogg Foundation’s Catalyzing Community Giving Initiative, this project continued throughout 2015 with the publication of Telling Our Giving Stories: Native Philanthropy and Community Development. This 62-page report details the power of philanthropy at the community, regional and national level through investments made by tribes and Native-led grantmaking organizations and tribes. Telling Our Giving Stories also includes a case study of Oregon’s community-based Native foundations. The Oregon case shows that by working collectively and collaboratively, tribal giving programs can multiply their outcomes beyond their individual grantmaking contributions and leverage their investments into greater influence, resources and impact. For example, since 2001, these tribal foundations have given more than $100 million in grants, positively impacting the local community, state and beyond. As part of the Nurturing Native Givers and Giving initiative, First Nations convened a meeting of foundation program officers and executives in October 2015 to identify strategies to increase investments in Native communities. First Nations also expanded the number of past and current grantees featured on the crowdfunding site NativeGiving.org to eight organizations who are focused on promoting the health and well-being of our most valuable resource – our youth. Dedicated to strengthening and improving the lives of Native children and families, NativeGiving.org also raises awareness of the critical needs in the communities we serve. In addition to the NativeGiving.org giving platform, the project also provides grantees web-based training while offering other resources to grantees such as one-on-one coaching.

Office on Violence Against Women Native American Coalition Development: First Nations has two capacity-building grants that support a national network of tribal domestic violence and sexual assault coalitions in building their organizational assets that contribute to overall nonprofit effectiveness. First Nations shares its expertise with this network through training and technical assistance in a wide range of areas such as financial policy and management, organizational assessments, board development, leadership development, web development, communications and strategic planning. First Nations designs services based on long-term capacity-building to short-term or short-notice support. Technical assistance is delivered in the form of site visits, resource sharing, webinars, peer-to-peer networking and mentorship, telephone or teleconferences, and one-on-one consultations. First Nations is entering its ninth year as an OVW Technical Assistance Provider. Goals in 2016 are to continue to build greater understanding of the value of capacity-building and the significant gains it offers tribal domestic violence and sexual assault coalitions.
Mapping Ecological Stewardship Opportunities in Northern Great Plains Native Communities: First Nations brought together partners to facilitate and generate dialog and plans around increasing opportunities for eight targeted tribes in the Northern Plains by strategizing pathways to capitalize on their natural resources in the context of cultural preservation and community development. As a result of the project, four tribes received financial assistance to advance conservation initiatives in their communities.

Native Ways Federation: Established in 2006 by seven of the country’s leading national American Indian nonprofits, including First Nations Development Institute, the Native Ways Federation is the only federation in the U.S. to directly serve Native nonprofits that assist Native peoples and communities in Indian Country through workplace-giving campaigns at Native nonprofits and tribal governments. Native Ways’ mission is to strengthen the circle of giving by uniting Native organizations to raise awareness and needed funds for Native communities, better serve Native communities by becoming more effective Native nonprofit organizations, and ensure that nonprofit organizations working on behalf of Native communities observe the highest levels of ethical standards and fiscal responsibility. In 2015, Native Ways continued to operate seven workplace-giving sites. In late 2015, Native Ways initiated a multi-step process of business planning to develop strategies for expanding its impact on philanthropy in Indian Country.

2015 Publication

Telling Our Giving Stories: Native Philanthropy and Community Development: This report provides information on 63 Native American-led grantmaking organizations in North America. Forty-one of these are tribally-affiliated grantmaking foundations and funds. The goal of the report is to accurately tell the giving stories of these programs and share information about the generosity and philanthropy represented by these organizations.

Gizhiigin Fosters Native Art Entrepreneurs

Art is an integral part of connecting people to community and culture. With this strong belief in mind, First Nations Development Institute (First Nations) launched the Native Arts Capacity Building Initiative (NACBI) in 2014 to significantly increase the organizational, managerial and programmatic capacity of Native organizations and tribal government art programs. NACBI, which is supported by the Margaret A. Cargill Foundation along with contributions from tribal, corporate and individual supporters, provides direct grants, technical assistance and training to Native organizations and tribal government art programs so they can continue to work with and support Native American arts and artists.

In October 2014, First Nations awarded six $30,000 grants to Native art programs in Minnesota, Wisconsin, North Dakota and South Dakota. Gizhiigin Art Place, located in Mahnomen, Minnesota, was part of the first round of grant awards through NACBI.
Under the umbrella of the White Earth Tribal Economic Development Office, Gizhiigin Art Place was formed with assistance from Michael Neusser, the economic development director for the White Earth Reservation Tribal Council, and in partnership with the City of Mahnomen. Gizhiigin focuses on developing the arts industry on the White Earth Reservation and supports the growth of local artists and entrepreneurs by providing business tools and resources that help them generate a sustainable income through their art.

Tom Ferrarello, project specialist with the Economic Development Division of the White Earth Nation, was instrumental in the initial start-up stages of Gizhiigin Art Place program. From the beginning, Ferrarello consulted with artists from the community and asked them to talk about their art and define their current needs. “The first thing I did was reach out to all the artists in the community. This program doesn’t work unless all the artists are involved from day one,” Ferrarello said. “We had a loosely defined idea of what we were going to do from the start of it, and we selectively choose artists who had been doing their art for a long time so they were able to inform how this program took shape.” Six artists were then chosen to receive business skills training in marketing, finance, accounting, portfolio development and business technology. According to Karen Goulet (Chibinesiikwe), artist advisor and coordinator for Gizhiigin, “A lot of artists are selling already, but we want to develop them so they are past the survival stage.”

Aside from the business training Gizhiigin offers, another important component to the program is the creative labs, which expose artists to other techniques and mediums. “It’s about making art to keep their creative spirit, not about making art just to sell. We want them to think about maybe diversifying what they do and intersecting what is art and what is crafts,” said Goulet.

Joseph Allen (Lakota/Ojibwe) who works at White Earth Tribal and Community College and has been an arts photographer for 25 years, is an artist advisor at Gizhiigin and has helped grow the program. He says, “Mahnomen is a pretty dead town. After 2 p.m. in the afternoon everything starts to shut down. We are the only thing open on Main Street in the late afternoon and evening. We need more opportunities for our youth, so we worked really hard to figure out what we were going to do to start making this more visible to the community.”

Within the space, artists have the opportunity to mentor youth and to host workshops, trainings and events for the larger community. There’s a printmaking class, a sewing lab and a photography lab that all members of the community can access, not just Gizhiigin’s artists.

Gizhiigin also provides resources to prepare artists for grant or exhibition applications, and also offers assistance in photographing artists’ works as well as access to studio space. Ferrarello says, “Over the past year, we spent a lot of time building relationships with artists in the community and designed a service model that creates an economy that allows artists to thrive as artists.”

With the foundational support from First Nations through the Native Arts Capacity Building Initiative, Gizhiigin is doing just that, successfully launching its services, completing community outreach and recruiting artists during its first year of programming. It is important to remember, however, that programs like Gizhiigin Arts Place can only continue to be successful with consistent funding that will continue to create opportunities to help nurture Native artists and entrepreneurs on rural reservations.
Advancing Household & Community Asset-Building Strategies

First Nations works with national, regional and local partners to identify, develop and implement household and community asset-building strategies that empower Native people. Working with community partners in tribal colleges and community development financial institutions (CDFIs), First Nations shares ideas through peer learning and finances program development through grantmaking. Working with national and regional partners, First Nations has helped share information about household asset-building programs such as Individual Development Accounts (IDAs), Children’s Savings Accounts (CSAs), and Volunteer Income Tax Assistance (VITA) sites. First Nations’ programs help move families and communities toward financial security.

2015 Highlights

- **Native Family Empowerment Program:** The Native Family Empowerment Program is helping two tribal colleges, Northwest Indian College and Chief Dull Knife College, provide “bundled services” to their students who are also the parents of young children. Funded by the W.K. Kellogg Foundation, the Native Family Empowerment Program is working toward bundling a variety of services for student-parents and their children – financial coaching and asset-building, employment, training and career services; and income supports. Through the first year of this grant, the participating tribal colleges offered elements of at least two core services toward financial stability. These included providing student-parents with financial coaching, assisting students and children with opening matched-savings accounts, offering a wide variety of wellness seminars, and operating Volunteer Income Tax Assistance sites to prepare community members’ taxes for free. In year two of the grant, the tribal colleges will continue to offer bundled services to support student-parents. First Nations also provided technical assistance to two CDFIs that partner with the tribal colleges, People’s Partners for Community Development and Lummi Community Development Financial Institution, during year one of the grant.

- **Financial Inclusion Policy Action Initiative:** First Nations staff members continued to work with national partner CFED on the Financial Inclusion Policy Action Initiative, a three-year program supported by the Northwest Area Foundation and designed to help organizations advocate for tribal and state policies that improve financial access and asset-building for financially vulnerable families. Staff members participated in a Capstone Convening June 18-19 in St. Paul, Minnesota.

- **Building Economic Security over a Lifetime (BESOL) Initiative:** This effort remained strong in 2015 with funding from the Ford Foundation. This project continued to focus on strengthening inclusive asset-building strategies and programs in Oklahoma. First Nations’ key stakeholders in Oklahoma included two
asset-building coalitions, the Oklahoma Native Assets Coalition (ONAC) and the Oklahoma Assets Network (OAN), as well as the Oklahoma Policy Institute. The goal of the project is to elevate an asset-building agenda at the local, state and tribal levels in Oklahoma, resulting in expanded family economic security. In 2015, with support from First Nations, ONAC expanded its Children’s Savings Account (CSA) Campaign and began working with eight new partners in Oklahoma to offer CSA products customized to meet the needs of their constituents. With assistance from First Nations, ONAC also developed the capacity to begin administering grantmaking in-house and made several mini-grant awards focused on asset-building initiatives to tribes, Native nonprofits, and other community organizations. In addition, First Nations supported OAN and the Oklahoma Policy Institute as these entities continued to identify and raise awareness about key policy and program issues impacting the family economic security of Oklahomans. First Nations provided support to Oklahoma Policy’s Summer Policy Institute, which convened more than 50 highly-qualified undergraduate and graduate students for an intensive, four-day learning experience focused on raising awareness about policy issues facing Oklahoma and careers in policy-related and asset-building fields, as well as providing students with rich networking opportunities with their peers and leaders.

First Nations continues to work with its sister organization, **First Nations Oweesta Corporation**, to promote asset-building strategies through IDA development, financial empowerment, and capitalization of communities through effective deployment of Native community development financial institutions (CDFIs).

**2015 Publication**

**Research Note – Economic Impact of Tribal Colleges:** This Research Note provides a review of existing research related to the economic and community development impact of tribal colleges and universities, and also uses a unique dataset from the IRS to measure the economic impact of tribal colleges in the Northwest Area Foundation region.

**“Bundled Services” Empower Tribal College Student-Parents**

First Nations’ Native Family Empowerment Program is helping two tribal colleges, Chief Dull Knife College and Northwest Indian College, to provide services to support Native students who are also parents. The two colleges are providing “bundled services” to their Native students who are parents, including social supports (e.g. child care, assistance accessing benefits, counseling) and financial empowerment supports (e.g. financial education, asset-building, workforce readiness, financial coaching). By supporting parents and their young children, this program will help families achieve financial empowerment.

With generous funding from the W.K. Kellogg Foundation, First Nations awarded Chief Dull Knife College and Northwest Indian College with $90,000 grants for the 2-1/2 year project.

First Nations worked with the two grantees to begin to establish bundled-service models that include financial education, financial coaching sessions, VITA services, matched-savings programs and wellness seminars for student-parents, which were all designed to support family economic
security. Each site is designing and implementing a case-management system to track student-parents in their program.

In 2015, the two colleges offered free tax preparation to their communities through Volunteer Income Tax Assistance (VITA) sites. In total, the two VITA programs filed returns for 554 individuals and families, resulting in $1,465,550 returned to the two communities. The Native Family Empowerment Program also helped secure a total of $721,227 in Earned Income Tax Credits and $94,118 in Child Tax Credits between the two programs. Average income for the Chief Dull Knife site was $19,528, and $24,466 at the Northwest Indian College site.

Additionally, Chief Dull Knife College set up a case-management system and has carried out financial coaching sessions for student-parents. The school also worked closely with People’s Partners for Community Development to offer a matched-savings program for student-parents to assist them in meeting their educational goals. The college also began project planning to create a Children’s Savings Account program for children of student-parents.

Northwest Indian College offered a variety of monthly financial wellness activities in its community in 2015. These provided student-parents with a variety of tools to become financially savvy and methods for living a less stressful life – two components that assist student-parents in fulfilling their educational goals. For example, the college held classes for how to break down college costs, locate financial aid, apply for scholarships, and create a student budget; how to make or purchase inexpensive gifts and how to eat healthy and frugally; and how to protect one’s mental health through stress management. Northwest Indian College also began designing a Children’s Savings Account program for children of student-parents.

First Nations staff visited both colleges during 2015 to offer technical assistance. We also held a pre-conference meeting with the schools at the annual L.E.A.D. Institute Conference to share best practices and lessons learned. We had a guest presentation from Central New Mexico Community College regarding how that school has implemented a very successful multi-tiered bundled-services program.
Grants, Grantmaking & Philanthropic Services

In 1993, First Nations Development Institute launched its first grant program, the Eagle Staff Fund, to bring critically needed funding to projects and organizations in Indian Country. Since then, First Nations has managed multiple grant programs with numerous foundations, corporate partners, government agencies and individual donors. Through the end of 2015, First Nations has successfully managed 1,067 grants totaling $24.3 million to Native American projects and organizations in 39 states, the District of Columbia and U.S. territory American Samoa.

In addition to providing financial support, First Nations also offers specialized training and technical assistance workshops, convenings and conferences to Native nonprofit and tribal entities.

First Nations works closely with each partner to ensure that we connect the appropriate strategies, issues and resources in order to develop and expand effective programming. For more information, see the “Philanthropic Services” tab at www.firstnations.org.

Together with investor partners, First Nations’ resources support asset-based development efforts that fit within the culture and are sustainable. First Nations offers grant support through the Eagle Staff Fund, including special initiatives within it, as well as through other donor-advised and donor-designated funds.

First Nations is currently managing the following grant funds:

- Eagle Staff Fund
- Native Youth and Culture Fund
- Little Eagle Staff Fund
- Native Agriculture and Food Systems Initiative
- Native American Asset Watch Initiative
- Raymond James Native American Development Fund

Grant opportunities are listed through the “Grantmaking” section of the website at www.firstnations.org. To receive updates, sign up for email notifications through links on the website.

2015 Grants

<table>
<thead>
<tr>
<th>Organization Name</th>
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<th>State</th>
<th>Grant Amount</th>
<th>Project Description</th>
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<tbody>
<tr>
<td>Igiugig Village</td>
<td>Igiugig</td>
<td>AK</td>
<td>39,794</td>
<td>This project increases access to fresh produce and healthy foods in this remote Alaskan village, utilizes traditional wild food sources, and improves food security and creates systemic change. The village is currently dependent on airplane grocery suppliers in distant cities.</td>
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<tr>
<td>University of Arkansas</td>
<td>Fayetteville</td>
<td>AR</td>
<td>10,000</td>
<td>The Native Youth in Food &amp; Agriculture Summit helps create a next generation of Indian Country leaders in food and agriculture systems and retain these young people in the important work of building Indian Country food systems throughout the years to come.</td>
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<td>14R Ranch, Inc.</td>
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<td>AZ</td>
<td>62,500</td>
<td>This effort significantly increases the quality of cattle available to be sold in the Navajo Beef Program, and increases the number of quality producers. It improves the management of natural resources by developing and maintaining sustainable rangeland, and encourages participation of beginning Navajo ranchers and farmers.</td>
</tr>
<tr>
<td>14R Ranch, Inc.</td>
<td>Chambers</td>
<td>AZ</td>
<td>15,000</td>
<td>The purpose is to retain and enhance land-usage practice guidelines to benefit future producers, and to increase and strengthen the capacity and development of the 14R organization to develop future leader to oversee conservation planning, to utilize 14R producers and Padres Mesa, and collaboratively develop conservation processes specific to producers that will increase their potential to engage in USDA and other ranching programs.</td>
</tr>
<tr>
<td>Grasshopper Livestock Association</td>
<td>Cibecue</td>
<td>AZ</td>
<td>60,000</td>
<td>To create a livestock association that is a profitable, sustainable and job-creating business enterprise and which will consistently produce lower-priced, grass-fed and locally-produced, USDA-certified, high-quality beef and beef products. It will build economic prosperity for the White Mountain Apache Tribe and Cibecue citizens.</td>
</tr>
<tr>
<td>Organization Name</td>
<td>City</td>
<td>State</td>
<td>Grant Amount</td>
<td>Project Description</td>
</tr>
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<td>-----------------------------------------------------</td>
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</tr>
<tr>
<td>The Hopi School, Inc.</td>
<td>Hotevilla</td>
<td>AZ</td>
<td>19,724</td>
<td>The ultimate purpose of the project is twofold: retain the Hopi language and create a new cadre of weavers to retain the cultural weaving practices of the Hopi people. It seeks to increase the number of speakers and weavers to carry on cultural identity and tradition, while also leveraging the personal income of the weavers.</td>
</tr>
<tr>
<td>Little Eagle Arts Foundation (LEAF)</td>
<td>Phoenix</td>
<td>AZ</td>
<td>2,725</td>
<td>The purpose is to retain respect and value for Wisconsin Native arts and culture, such as the Ho-chunk people and other Wisconsin tribes; increase the scope and participation of Native artists within the area; and build, cultivate and maintain a model that can be shared with other Native communities.</td>
</tr>
<tr>
<td>Little Eagle Arts Foundation (LEAF)</td>
<td>Phoenix</td>
<td>AZ</td>
<td>15,000</td>
<td>Conduct a LEAF board retreat for strategic planning, growth and expansion in order to retain the creativity and vision of the founding board while simultaneously creating a governing entity that is resolute in its commitment to growth and stability of the organization.</td>
</tr>
<tr>
<td>North Leupp Family Farms</td>
<td>Leupp</td>
<td>AZ</td>
<td>34,650</td>
<td>This project aims to increase domestic production and consumption of locally-grown food, and create new markets for local food producers such as farmers' markets or mobile markets. Moreover, this project will help leverage the existing economic viability of local food producers by providing training and technical assistance while retaining cultural identity, tradition and culture.</td>
</tr>
<tr>
<td>Painted Desert Demonstration Project (DBA The STAR School)</td>
<td>Flagstaff</td>
<td>AZ</td>
<td>40,000</td>
<td>This project increases access of Navajo community families and elders to healthy, locally-grown and traditional foods; increases participation of Navajo students in the growing, preparation and serving of these foods to the community; and contributes to tribal economic development by demonstrating to local tribal farmers, families and students how to utilize the certified community kitchen on the school campus to generate value-added products made from locally-grown produce.</td>
</tr>
<tr>
<td>Painted Desert Demonstration Project (DBA The STAR School)</td>
<td>Flagstaff</td>
<td>AZ</td>
<td>180</td>
<td>Year-end challenge matching funds provided through First Nations’ NativeGiving.org fundraising platform for numerous Native American organizations.</td>
</tr>
<tr>
<td>Point of Pines Livestock Association</td>
<td>San Carlos</td>
<td>AZ</td>
<td>65,000</td>
<td>The overall goal is to create and sustain a natural grass-fed beef operation. It also seeks to attract more Apaches in the project, thus improving the decision-making process and adding value to the association. The association plans to leverage its assets into other projects such as organic beef marketing and registered Hereford marketing.</td>
</tr>
<tr>
<td>American Indian Child Resource Center</td>
<td>Oakland</td>
<td>CA</td>
<td>40,000</td>
<td>The project aims to create an effective and innovative financial literacy program for urban Native youth that will empower the most at-risk youth and young adults in the community to navigate their own finances while building self-sufficiency skills. It is hoped that the program becomes an easily transferrable model for programs serving similar Native youth populations in other urban areas.</td>
</tr>
<tr>
<td>Bishop Paiute Tribe</td>
<td>Bishop</td>
<td>CA</td>
<td>40,000</td>
<td>The project works to create an independent food system in which affordable and nutritious food is available to the community, and which increases community resiliency by creating economic opportunities for small-scale food producers and non-food vendors. On-the-job training will inspire the next generation of food activists, and outreach will increase environmentally-responsible growing and harvesting practices.</td>
</tr>
<tr>
<td>California Indian Museum &amp; Culture Center</td>
<td>Santa Rosa</td>
<td>CA</td>
<td>20,000</td>
<td>Create a youth-led microenterprise in which youth develop products that educate others about their tribal communities while increasing the number of locally-made Native art resources offered in a new social enterprise gift shop. The project will increase the skills these youth bring to a specialty retail employment training program in which they will serve as peer mentors for other youth.</td>
</tr>
<tr>
<td>Colorado Indian Bar Association</td>
<td>Boulder</td>
<td>CO</td>
<td>500</td>
<td>Sponsorship of the Red Rock Scramble race to support scholarships for Indian law students.</td>
</tr>
<tr>
<td>Native American Rights Fund (NARF)</td>
<td>Boulder</td>
<td>CO</td>
<td>1,500</td>
<td>Sponsorship of the NARF 45th Anniversary Gala.</td>
</tr>
<tr>
<td>Native Ways Federation, Inc.</td>
<td>Longmont</td>
<td>CO</td>
<td>5,000</td>
<td>This funding helps build the capacity of the Native Ways Federation’s workplace-giving program and its member infrastructure.</td>
</tr>
<tr>
<td>Native, Inc.</td>
<td>Denver</td>
<td>CO</td>
<td>1,250</td>
<td>Create Native assets by supporting scholarship opportunities for Native American students in Colorado.</td>
</tr>
<tr>
<td>Organization Name</td>
<td>City</td>
<td>State</td>
<td>Grant Amount</td>
<td>Project Description</td>
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</tr>
<tr>
<td>Ute Mountain Ute Tribe Farm &amp; Ranch Enterprise</td>
<td>Towaoc</td>
<td>CO</td>
<td>62,500</td>
<td>This program increases grazing forage on minimal acres by utilizing proper stocking rates, by providing education on vaccination protocol and storage, and by creating a stress-free environment for cattle. It also works to encourage tribal youth to participate in ranching efforts.</td>
</tr>
<tr>
<td>Hawaiian Community Assets, Inc.</td>
<td>Duluth</td>
<td>MN</td>
<td>30,000</td>
<td>The Kahua Waiwai Alaka’i Internship Program will create a multi-generational internship opportunity, increase youth interns’ financial knowledge and retention by providing them an opportunity to teach culturally relevant financial literacy, and leverage community partnerships to bring youth, children, parents and community organizations together to further an open dialogue around economic self-sufficiency and personal finance.</td>
</tr>
<tr>
<td>Hawaiian Community Assets, Inc.</td>
<td>Honolulu</td>
<td>HI</td>
<td>40,000</td>
<td>The grant helps leverage the organization’s AmeriCorps VISTA project and partnerships with Native Hawaiian-controlled nonprofits and CDFIs to establish an integrated asset-building system that will increase access to affordable housing for Native Hawaiians residing on urban trust lands. Further, the project will create a Native Hawaiian Asset-Building Coalition that will help prepare the next generation of Native Hawaiian economic development leaders.</td>
</tr>
<tr>
<td>Sust’ aina ble Molokai</td>
<td>Kaunakakai</td>
<td>HI</td>
<td>17,434</td>
<td>Create agricultural internships that help protect traditional cultural farming practices and empower youth to be both stewards of the land and active in creating food sovereignty on Molokai. The project also bolsters community strength by increasing opportunities for local Indigenous post-secondary students to return and then learn and contribute to the community’s sustainable growth, and it leverages development of a larger sustained agricultural industry.</td>
</tr>
<tr>
<td>Sust’ aina ble Molokai</td>
<td>Kaunakakai</td>
<td>HI</td>
<td>95</td>
<td>Year-end challenge matching funds provided through First Nations’ NativeGiving.org fundraising platform for numerous Native American organizations.</td>
</tr>
<tr>
<td>Nez Perce Tribe</td>
<td>Lapwai</td>
<td>ID</td>
<td>37,629</td>
<td>Create a food-processing station at the smokehouse/community garden site at Lapwai, which is central to the Nez Perce Nation. It will stimulate efforts in local food production and improved tribal community health by serving as a vibrant, user-friendly center for cleaning fish, smoking meat and fish, processing produce, cooking demonstrations, and classes on nutrition and traditional uses of Native foods.</td>
</tr>
<tr>
<td>Wopanaak Language &amp; Cultural Weetyoo, Inc.</td>
<td>Mashpee</td>
<td>MA</td>
<td>6,400</td>
<td>Conduct the Summer Turtle program to increase children’s cultural understanding and appreciation and, thus, give them a heightened ethnic confidence and pride about who they are and how they fit into the world. It will also increase language fluency to ensure the long-term sustainability of a previously dormant language, and create and nurture tribal values.</td>
</tr>
<tr>
<td>Penobscot Nation Youth Program</td>
<td>Indian Island</td>
<td>ME</td>
<td>20,000</td>
<td>The project retains knowledge of cultural practices and gives youth a sense of belonging within their cultural identity. A program was created to build inter-generational learning between and among youth, elders and others in the community, and it acts as a catalyst for culture and language preservation and leadership development.</td>
</tr>
<tr>
<td>American Indian Community Housing Organization</td>
<td>Duluth</td>
<td>MN</td>
<td>30,000</td>
<td>The Gimaajii Mino Bimaadizimin Artist/Community Collaboration enhances Native American artistic development. It creates opportunities and spaces for Native artists to share their talents, and it increases their skills in their trade or art while building entrepreneurial business and leadership talents.</td>
</tr>
<tr>
<td>American Indian OIC</td>
<td>Minneapolis</td>
<td>MN</td>
<td>40,000</td>
<td>The Integrated Community Placement Project increases economic equity for American Indians living in and around South Minneapolis by training them in high-wage, high-demand occupations, and it improves their employability because they enter the labor market with directly-related work experience attained through an apprenticeship.</td>
</tr>
<tr>
<td>Dakota Wicohan</td>
<td>Morton</td>
<td>MN</td>
<td>30,000</td>
<td>Tawokaga increases the number of community members engaged in Tawokaga (“making beautiful things” - the Dakota word for art) and leverages the successes the intergenerational group of artists have had in increasing the visibility and sustainability of Dakota arts in Native and non-Native venues in Minnesota.</td>
</tr>
<tr>
<td>Leech Lake Band of Ojibwe</td>
<td>Cass Lake</td>
<td>MN</td>
<td>33,743</td>
<td>The Naajimijime Project creates healthy food choices for students and tribal members. It focuses on creating more traditional meals with locally grown, highly-nutritious food items, and it promotes community involvement through activities that honor and preserve knowledge regarding food, seeds and agricultural traditions.</td>
</tr>
<tr>
<td>Little Earth of United Tribes</td>
<td>Minneapolis</td>
<td>MN</td>
<td>22,000</td>
<td>The project reforms corporate and governance structure to better support the organization’s mission through asset-based community development, and will help ensure the coordinated growth and expansion of Little Earth.</td>
</tr>
<tr>
<td>Lower Sioux Indian Community</td>
<td>Morton</td>
<td>MN</td>
<td>30,000</td>
<td>The project cultivates youth to make connections between Native artists and priorities such as economic development, art, culture and education, and it retains knowledge by creating and promoting an apprenticeship program to build skills and interest in Native arts. Further, it utilizes and expands the group of senior master quilters, potters and cradle-makers to train youth.</td>
</tr>
<tr>
<td>Organization Name</td>
<td>City</td>
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<td>Project Description</td>
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</tr>
<tr>
<td>Minneapolis American Indian Center</td>
<td>Minneapolis</td>
<td>MN</td>
<td>1,777</td>
<td>This training project will increase management skills and ensure proper relationships between staff and Two Rivers Gallery clients, with the aim of encouraging artists to create works for showcasing to the community. It creates a welcoming environment to engage youth, elders and community members in revitalizing this important aspect of culture.</td>
</tr>
<tr>
<td>Red Lake Band of Chippewa Indians</td>
<td>Red Lake</td>
<td>MN</td>
<td>39,171</td>
<td>The project helps create a local-food economy by leveraging existing land, human and traditional knowledge resources to encourage entrepreneurial producers to engage in commercial food production, increases healthy food consumption by tribal members, and builds a workforce for a planned large-scale aquaponics project.</td>
</tr>
<tr>
<td>Red Lake Band of Chippewa Indians</td>
<td>Red Lake</td>
<td>MN</td>
<td>30,000</td>
<td>The project leverages existing capacity to create high-quality, arts-industry-specific seminars and coaching, plus it increases access to markets for Red Lake artists.</td>
</tr>
<tr>
<td>Oklahoma Native Assets Coalition, Inc.</td>
<td>Saint Louis</td>
<td>MO</td>
<td>17,482</td>
<td>The funding creates a pilot Children’s Savings Account (CSA) program with two constituents to launch accounts for 80 youth to help them start building savings, and it helps the constituents leverage these pilots so they can attract future funding for a sustainable program.</td>
</tr>
<tr>
<td>Oklahoma Native Assets Coalition, Inc.</td>
<td>Saint Louis</td>
<td>MO</td>
<td>15,000</td>
<td>Oklahoma Asset-Building Policy and Practice Project</td>
</tr>
<tr>
<td>Oklahoma Native Assets Coalition, Inc.</td>
<td>Saint Louis</td>
<td>MO</td>
<td>120,000</td>
<td>Oklahoma Asset-Building Policy and Practice Project</td>
</tr>
<tr>
<td>The Center Pole</td>
<td>Garryowen</td>
<td>MT</td>
<td>25,955</td>
<td>The project increases community awareness and knowledge of traditional food systems, their histories and spiritual traditions, while teaching youth practical and healthy ways to live and expanding business at the farmers’ market and store in order to help sustain the project.</td>
</tr>
<tr>
<td>Chief Dull Knife College</td>
<td>Lame Deer</td>
<td>MT</td>
<td>45,000</td>
<td>The Financial Savvy Empowerment Program provides student-parents with opportunities to gain control of their financial assets, increase their knowledge of financial management, and leverage their resources to make significant changes in their college years that will positively affect their lives and improve socio-economic conditions for themselves and their children.</td>
</tr>
<tr>
<td>Club Unity</td>
<td>Arlee</td>
<td>MT</td>
<td>14,362</td>
<td>The project creates a bridge for youth, especially those without other means of connection, to participate in a full cultural life on their homeland, increasing their sense of belonging through access to adults and elders. It helps youth develop confidence in their creativity, communication and leadership skills, while enhancing the sustainability of this volunteer youth club.</td>
</tr>
<tr>
<td>Intertribal Agriculture Council</td>
<td>Billings</td>
<td>MT</td>
<td>17,887</td>
<td>This project addresses food-access issues by creating a new model for food distribution with potential for wide practical application and policy development. It will leverage an untapped network in the Food Distribution Program on Indian Reservations to promote expanded local food production and consumption while strengthening intertribal trade, commerce and collaboration.</td>
</tr>
<tr>
<td>Little Big Horn College</td>
<td>Crow Agency</td>
<td>MT</td>
<td>12,500</td>
<td>The project teaches first-time gardeners how to grow their own food inexpensively, teaches nutrition, creates a new farmers’ market, and helps develop youth reconnection to the land, nature and Crow culture through elder involvement.</td>
</tr>
<tr>
<td>Standing Rock Sioux Tribe</td>
<td>Fort Yates</td>
<td>ND</td>
<td>20,000</td>
<td>The project helps retain the language of fluent Lakota/Dakota elders by creating a web-accessible video library, in the Lakota/Dakota language, of activities for young children, supplementing the immersion learning at preschools and daycare centers.</td>
</tr>
<tr>
<td>Turtle Mountain Tribal Arts Association</td>
<td>Belcourt</td>
<td>ND</td>
<td>30,000</td>
<td>This project creates and increases understanding of the rich traditional arts of the Turtle Mountain Band. The renewal and preservation of the tribe’s art will be used in a new format to teach heritage and culture. Educational materials will be made available to the community.</td>
</tr>
<tr>
<td>American Indian Science and Engineering Society</td>
<td>Albuquerque</td>
<td>NM</td>
<td>5,000</td>
<td>Create Native assets by supporting opportunities for Native American students nationwide.</td>
</tr>
<tr>
<td>Cochiti Youth Experience</td>
<td>Cochiti Pueblo</td>
<td>NM</td>
<td>1,000</td>
<td>Stipend for hosting a video shoot dealing with elder hunger.</td>
</tr>
<tr>
<td>Cochiti Youth Experience</td>
<td>Cochiti Pueblo</td>
<td>NM</td>
<td>250</td>
<td>Stipend for hosting a site visit for First Nations’ 2015 Southwest Tour</td>
</tr>
<tr>
<td>Institute of American Indian Arts</td>
<td>Santa Fe</td>
<td>NM</td>
<td>8,082</td>
<td>Stipend for producing/shooting two videos dealing with elder hunger and traditional food sources.</td>
</tr>
</tbody>
</table>

**American Indian Science and Engineering Society**

Create Native assets by supporting opportunities for Native American students nationwide.

**Cochiti Youth Experience**

Stipend for hosting a video shoot dealing with elder hunger.

**Cochiti Youth Experience**

Stipend for hosting a site visit for First Nations’ 2015 Southwest Tour.

**Institute of American Indian Arts**

Stipend for producing/shooting two videos dealing with elder hunger and traditional food sources.
<table>
<thead>
<tr>
<th>Organization Name</th>
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<th>State</th>
<th>Grant Amount</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jicarilla Apache Nation</td>
<td>Dulce</td>
<td>NM</td>
<td>25,000</td>
<td>The project transitions Headstart students to the kindergarten Jicarilla classes, thus ultimately increasing the number of fluent speakers. It also helps expand existing support of language-immersion programs and utilizes modern technology that is attractive to community youth.</td>
</tr>
<tr>
<td>Pueblo of Acoma</td>
<td>Pueblo of Acoma</td>
<td>NM</td>
<td>20,000</td>
<td>The Acoma Learning Center Youth Language and Culture Project engages youth in activities that promote and retain the Acoma language, culture and identity.</td>
</tr>
<tr>
<td>Pueblo of Nambé</td>
<td>Nambé Pueblo</td>
<td>NM</td>
<td>17,596</td>
<td>The project utilizes the Pueblo’s staff, teen volunteers and an existing basketball/tennis court to create a safe, shared space for healing and self-expression that is cared for by the youth and other tribal users. The effort increases community participation and engagement.</td>
</tr>
<tr>
<td>Pueblo of Nambé</td>
<td>Nambé Pueblo</td>
<td>NM</td>
<td>250</td>
<td>Stipend for hosting a site visit for First Nations’ 2015 Southwest Tour</td>
</tr>
<tr>
<td>Pueblo of Nambé</td>
<td>Nambé Pueblo</td>
<td>NM</td>
<td>1,000</td>
<td>Stipend for hosting a video shoot dealing with elder hunger.</td>
</tr>
<tr>
<td>Pueblo of Nambé</td>
<td>Nambé Pueblo</td>
<td>NM</td>
<td>37,404</td>
<td>Nambé’s Community Farm project provides healthy, locally-grown produce while teaching youth and young adults the importance of sharing Indigenous traditional knowledge of farming through hands-on training. Revitalization of abandoned farmland increases farmed acreage and achieves the goal of making the Community Farm a self-sustaining entity.</td>
</tr>
<tr>
<td>Pueblo of Pojoaque</td>
<td>Santa Fe</td>
<td>NM</td>
<td>24,500</td>
<td>This project increases the capacity to grow additional crops and add new varieties. The purchase of a greenhouse and hoop houses allows for 25% more healthy and pesticide-free produce. The project also creates a new source of revenue by adding a milling machine to create value-added products.</td>
</tr>
<tr>
<td>Ramah Navajo School Board, Inc.</td>
<td>Pine Hill</td>
<td>NM</td>
<td>14,192</td>
<td>The school district will expand an underused farm site to add a valuable, local food source, and also use it for community educational purposes to help retain traditional knowledge.</td>
</tr>
<tr>
<td>Red Willow Center</td>
<td>Taos</td>
<td>NM</td>
<td>26,000</td>
<td>This project will improve the health of the Taos Pueblo community, teach youth traditional agriculture practices, and increase consumption of Taos Pueblo-produced healthful foods. It improves food security, strengthens cultural heritage and stimulates food-related economic development.</td>
</tr>
<tr>
<td>Santa Fe Indian School</td>
<td>Santa Fe</td>
<td>NM</td>
<td>90</td>
<td>Year-end challenge matching funds provided through First Nations’ NativeGiving.org fundraising platform for numerous Native American organizations.</td>
</tr>
<tr>
<td>Santa Fe Indian School</td>
<td>Santa Fe</td>
<td>NM</td>
<td>1,400</td>
<td>Support for 10 Pueblo cohort members during Ph.D. dissertation period (writing space, meals, supplies, etc.)</td>
</tr>
<tr>
<td>Santa Fe Indian School</td>
<td>Santa Fe</td>
<td>NM</td>
<td>250</td>
<td>Stipend for hosting a site visit for First Nations’ 2015 Southwest Tour</td>
</tr>
<tr>
<td>Santa Fe Indian School</td>
<td>Santa Fe</td>
<td>NM</td>
<td>20,000</td>
<td>Support education, empowerment and positive youth-development activities to prevent risky adolescent behaviors and promote an overall well-being.</td>
</tr>
<tr>
<td>Santo Domingo Pueblo</td>
<td>Santo Domingo Pueblo</td>
<td>NM</td>
<td>1,000</td>
<td>Stipend for hosting a video shoot dealing with elder hunger.</td>
</tr>
<tr>
<td>Tewa Women United</td>
<td>Santa Cruz</td>
<td>NM</td>
<td>140</td>
<td>Year-end challenge matching funds provided through First Nations’ NativeGiving.org fundraising platform for numerous Native American organizations.</td>
</tr>
<tr>
<td>Tewa Women United</td>
<td>Santa Cruz</td>
<td>NM</td>
<td>250</td>
<td>Stipend for hosting a site visit for First Nations’ 2015 Southwest Tour.</td>
</tr>
<tr>
<td>Zuni Youth Enrichment Project</td>
<td>Zuni</td>
<td>NM</td>
<td>40,000</td>
<td>The Seeds of Zuni Health project creates an outdoor learning space and farmers’ market on acreage donated by the tribe. It will help retain traditional Zuni agricultural practices and cultural traditions and leverage other funding to take the project from growing fresh, local produce to improving the overall food system.</td>
</tr>
<tr>
<td>Zuni Youth Enrichment Project</td>
<td>Zuni</td>
<td>NM</td>
<td>20,000</td>
<td>The Zuni Youth Teen Mentors program increases leadership skills and potential of teen mentors while building commitment to serving the Zuni community. Further, it increases cultural connectedness and spreads traditional knowledge.</td>
</tr>
<tr>
<td>Zuni Youth Enrichment Project</td>
<td>Zuni</td>
<td>NM</td>
<td>90</td>
<td>Year-end challenge matching funds provided through First Nations’ NativeGiving.org fundraising platform for numerous Native American organizations.</td>
</tr>
<tr>
<td>Seneca Diabetes Foundation</td>
<td>Irving</td>
<td>NY</td>
<td>32,040</td>
<td>The White Corn Project, through cooking demonstrations, trainings and leveraging access, improves health by creating increased usage of white corn products in the Seneca Nation of Indians while increasing awareness of its benefits.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Choctaw Nation of Oklahoma</td>
<td>Durant</td>
<td>OK</td>
<td>26,000</td>
<td>The grant creates hands-on workshops designed to teach traditional food principles and how to approach them in a modern way, and increases the number of youth with knowledge of traditional gardening in a modern atmosphere.</td>
</tr>
<tr>
<td>Euchee (Yuchi) Language Project, Inc.</td>
<td>Sapulpa</td>
<td>OK</td>
<td>20,000</td>
<td>This project increases capacity of Yuchi youth to be successful as professionals in a work setting and as culture bearers. It creates a framework to ground them in their unique cultural identity while building leadership skills.</td>
</tr>
<tr>
<td>Mvskoke Food Sovereignty Initiative</td>
<td>Okmulgee</td>
<td>OK</td>
<td>20,000</td>
<td>The project helps retain Mvskoke traditional knowledge of native plants and food-production systems and supports the intergenerational transmission of culture and tradition. It seeks to revitalize the tradition of wild food harvesting.</td>
</tr>
<tr>
<td>Mvskoke Food Sovereignty Initiative</td>
<td>Okmulgee</td>
<td>OK</td>
<td>40,000</td>
<td>This project creates a comfortable environment for community members that is centered around learning about and growing food, which can then be sold at the farmers’ market to leverage a premium price for the growers.</td>
</tr>
<tr>
<td>Oklahoma Policy Institute</td>
<td>Tulsa</td>
<td>OK</td>
<td>100,000</td>
<td>Support for the Oklahoma Asset-Building Policy and Practice Project.</td>
</tr>
<tr>
<td>Boys and Girls Club of Rosebud</td>
<td>Mission</td>
<td>SD</td>
<td>20,000</td>
<td>This project instills Lakota cultural values in Native youth, using activities to emphasize Lakota values of prayer, respect, caring and compassion, honesty and truth, generosity, humility and wisdom.</td>
</tr>
<tr>
<td>Cheyenne River Youth Project, Inc.</td>
<td>Eagle Butte</td>
<td>SD</td>
<td>2,000</td>
<td>The project creates opportunities for Cheyenne River youth to learn and develop as individuals and as artists. It uses the art programs and facilities as positive outlets for expression and as a deterrent to negative behaviors.</td>
</tr>
<tr>
<td>Cheyenne River Youth Project, Inc.</td>
<td>Eagle Butte</td>
<td>SD</td>
<td>25,000</td>
<td>Utilize the organization's garden to increase overall community wellness by providing access to healthy foods and educating youth and families about food security, starting their own gardens, nutritional benefits, and traditional agricultural, harvesting and preservation practices.</td>
</tr>
<tr>
<td>Enemy Swim Day School</td>
<td>Waubay</td>
<td>SD</td>
<td>15,000</td>
<td>The “Grow to Learn, Learn to Grow Project” is a sustainable growing and garden leadership project for those attending adult literacy classes. It teaches tribal members from Rosebud Sioux Tribe and Sisseton Wahpeton Oyate to become generational food growers in order to enhance family health and wellness while increasing their leadership skills.</td>
</tr>
<tr>
<td>Four Bands Community Fund, Inc.</td>
<td>Eagle Butte</td>
<td>SD</td>
<td>3,524</td>
<td>Undergo training to build the capacity and management skills of the staff so they, in turn, can better serve the Native arts market and improve the organization’s own sustainability.</td>
</tr>
<tr>
<td>Lakota Funds</td>
<td>Kyle</td>
<td>SD</td>
<td>2,822</td>
<td>Utilize the “Arts in the Park” event to expose local Native artists to the potential benefits of developing an annual art festival on the Pine Ridge Indian reservation, and increase artist participation in projects, trainings and events that will help showcase their artwork.</td>
</tr>
<tr>
<td>Lakota Ranch Beginning Farmer/Rancher Program</td>
<td>Kyle</td>
<td>SD</td>
<td>3,000</td>
<td>Support for Third Annual Youth Leadership and Skill-Building Training.</td>
</tr>
<tr>
<td>Lower Brule Community College</td>
<td>Lower Brule</td>
<td>SD</td>
<td>13,000</td>
<td>Create a language and culture mentoring program to increase Lakota youth language and cultural proficiency utilizing elder knowledge and academic training.</td>
</tr>
<tr>
<td>Oyate Networking Project/ Oyate Teca Project</td>
<td>Kyle</td>
<td>SD</td>
<td>95</td>
<td>Year-end challenge matching funds provided through First Nations’ NativeGiving.org fundraising platform for numerous Native American organizations.</td>
</tr>
<tr>
<td>REDCO (Rosebud Economic Development Corp.)</td>
<td>Mission</td>
<td>SD</td>
<td>15,000</td>
<td>Effort to increase healthy eating habits by increasing access to fresh, locally-produced food and creating nutrition education opportunities for tribal members. It includes teaching food history from the Lakota perspective, using Lakota language and cultural aspects as teaching tools.</td>
</tr>
<tr>
<td>Thunder Valley Community Development Corp.</td>
<td>Porcupine</td>
<td>SD</td>
<td>20,000</td>
<td>Increase Lakota leaders in the community by connecting youth to Lakota culture and spirituality, and leveraging it with Workforce Development to have a more holistic, well-rounded program.</td>
</tr>
<tr>
<td>Thunder Valley Community Development Corp.</td>
<td>Porcupine</td>
<td>SD</td>
<td>40,000</td>
<td>This project helps restore control of the food system to improve health and bring environmental and economic benefits. It increases access to fresh, healthy and traditional Lakota foods, leverages community assets (elders and partners) to improve understanding of nutrition and healthy lifestyles, and it helps stimulate food-related business ventures.</td>
</tr>
<tr>
<td>Organization Name</td>
<td>City</td>
<td>State</td>
<td>Grant Amount</td>
<td>Project Description</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------</td>
<td>-------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thunder Valley Community Development Corp.</td>
<td>Porcupine</td>
<td>SD</td>
<td>1,000</td>
<td>Support for Community Garden and Lakota Language Initiative.</td>
</tr>
<tr>
<td>Ogallala Commons, Inc.</td>
<td>Nazareth</td>
<td>TX</td>
<td>9,200</td>
<td>The funding supports internships in which youth, college students and adults work in internships to carry out projects that add value to local communities and institutions, while the interns earn skills and a stipend.</td>
</tr>
<tr>
<td>Lummi Nation Service Organization</td>
<td>Bellingham</td>
<td>WA</td>
<td>20,000</td>
<td>This program provides a cultural resurgence by creating role models among community youth and educating them. They will become the next generation of regalia makers, storytellers, song carriers, cooks, canoe paddlers, fishers, hunters, gatherers, politicians, speakers and educators.</td>
</tr>
<tr>
<td>Northwest Indian College</td>
<td>Bellingham</td>
<td>WA</td>
<td>20,262</td>
<td>This effort increases community engagement and utilization of the garden space; creates a venue for K-12 students and elders to interact, learn and work together; and increases overall wellness, food awareness and traditional plant knowledge.</td>
</tr>
<tr>
<td>Northwest Native Plants &amp; Foods Collective</td>
<td>Olympia</td>
<td>WA</td>
<td>20,000</td>
<td>Through workshops and social media campaigns, this project launches a Northwest Native Plants &amp; Foods Collective track focused on increasing youth participation in sustainable cultural food systems and holistic wellness.</td>
</tr>
<tr>
<td>Suquamish Indian Tribe of the Port Madison Reservation</td>
<td>Suquamish</td>
<td>WA</td>
<td>28,773</td>
<td>This project increases food security by creating tribal smokehouses with mentorship opportunities that will eliminate economic and educational barriers that have prevented tribal members from including safely-smoked and preserved traditional foods in their diets and, thus, will retain Suquamish cultural knowledge.</td>
</tr>
<tr>
<td>College of the Menominee Nation</td>
<td>Keshena</td>
<td>WI</td>
<td>140</td>
<td>Year-end challenge matching funds provided through First Nations’ NativeGiving.org fundraising platform for numerous Native American organizations.</td>
</tr>
<tr>
<td>Great Lakes Indian Fish &amp; Wildlife Commission</td>
<td>Odanah</td>
<td>WI</td>
<td>10,300</td>
<td>The “Ishpaaognikaa” project increases tribal youth knowledge and interest in treaty-reserved natural resources, establishing a new generation of tribal leaders to protect and preserve them. It increases tribal elder/youth interactions through intergenerational learning focused on traditional Anishinaabe winter activities.</td>
</tr>
<tr>
<td>Oneida Tribe of Indians of Wisconsin</td>
<td>Oneida</td>
<td>WI</td>
<td>1,725</td>
<td>Attend NAASA conference to develop a network to raise awareness and understanding of Native American aesthetics by providing art criticism with a cultural foundation, and increase patronage of Native American artists. This project also will leverage the annual literary journal as a public source of art critique by Native American writers.</td>
</tr>
<tr>
<td>Oneida Tribe of Indians of Wisconsin</td>
<td>Oneida</td>
<td>WI</td>
<td>25,000</td>
<td>This project increases youth participation in healthy foods and exposes them to financial literacy as entrepreneurs creating and marketing their own healthy snack product.</td>
</tr>
<tr>
<td>Oneida Tribe of Indians of Wisconsin</td>
<td>Oneida</td>
<td>WI</td>
<td>10,000</td>
<td>Co-sponsorship and outreach for the 2015 Food Sovereignty Summit.</td>
</tr>
<tr>
<td>Red Cliff Band of Lake Superior Chippewa</td>
<td>Bayfield</td>
<td>WI</td>
<td>19,502</td>
<td>This project creates a program that fosters intergenerational transfer of traditional and modern knowledge, while retaining and revitalizing community expression of the seven Anishinaabe values. It creates resiliency in youth and their ability to make healthy choices in life.</td>
</tr>
<tr>
<td>Woodland Indian Art, Inc.</td>
<td>Oneida</td>
<td>WI</td>
<td>3,144</td>
<td>This grant supported training to improve the organization’s skills at arts marketing, communications, audience engagement and use of technology.</td>
</tr>
<tr>
<td>Northern Arapaho Tribe</td>
<td>St. Stephens</td>
<td>WY</td>
<td>20,000</td>
<td>The language-camp effort supports young Arapaho speakers and adds new ones, and utilizes elders in order to retain the language, culture, traditions and tribal history. It also reinforces the virtues of respect and responsibility among youth.</td>
</tr>
</tbody>
</table>
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