

Appendix 2:

Proceedings of the November 1999 ANTARC Workshop

Opening Prayer led by Elder Peter Elachik, Sr.

OVERVIEW OF THE WORKSHOP

**Dr. Robert H. Langworthy, Director
Justice Center of the University of Alaska Anchorage**

Bob welcomed everyone to the Workshop then reviewed the agenda for the week. The first day will be a general review of the CAPRA Model as well as a discussion in the afternoon of what worked, what didn't, and how we can improve the Project. Tuesday we will welcome back Vern White who will lead a group discussion of the problems identified by each of the Community Teams. Wednesday will focus on how to develop responsive programs and projects once a problem has been identified. Thursday the focus will begin to shift to activities for the second year in which the Year 1 Village Representatives will work with another village of their choosing to train its representatives in the CAPRA Model or some variant that is useful. At the same time, they will begin to develop and implement programs and projects that address their identified problem. Friday's session will wrap up the week's activities.

The ANTARC staff learned a great deal in the past six months and we suspect the same was true for the Village Representatives. We realized that our expectations were too high and unrealistic so we will be scaling back in the second year. Instead of working with two more villages in each region, we will be asking the Year 1 Tribal Councils to select just one. Workshops similar to the one introducing the CAPRA Model last March will be held in the Year 2 villages to provide an opportunity for more community people to see what's happening. Further, for a host of reasons, our timing in Year 1 was off – the conclusion of the March Workshop collided with the beginning of subsistence activities. In the second year of the ANTARC project, we are going to hold the introductory workshop in January and early February to allow more time for the Community Teams to use what they have learned.

Mr. Heber Willis, our Program Manager from the Bureau of Justice Assistance which funds the ANTARC Project, is here once again to provide support and information.

BUREAU OF JUSTICE ASSISTANCE UPDATE

**Mr. Heber Willis, Program Manager
Western Branch of the State and Local Assistance Division
Bureau of Justice Assistance of the U.S. Department of Justice**

Heber spoke briefly, saying he would be here in the mornings at least to answer any questions. Nancy Gist, Director of the Bureau of Justice Assistance, is very interested in this Project and in making a difference in rural Alaska Native villages so Heber welcomed suggestions from the Village Representatives.

INTRODUCTION OF ELDERS AND TRIBAL COUNCIL MEMBERS

Bob commented on seeing familiar faces as well as new ones and invited introductions:

Elizabeth Williams: Nellie introduced the newest member of the Yakutat Community Team, saying that she had great energy and valuable knowledge of computers.

Josie Teeluk and Camillia Laroche: Sally introduced the two newest members of the Kotlik Community Team, saying that both have been active participants in programs to improve their village.

Billy Teeluk: Sally also introduced Billy who was able to come at the last minute representing the Tribal Council.

Marie Bodfish: Misty introduced the Wainwright Traditional Council Member who has been interested in the ANTARC Project since she first heard about it last year. Misty also said that Emily Bodfish, an Elder, was scheduled to come but contracted the flu when she was in Anchorage for the AFN Convention and was too ill to travel.

Glenda Ewan: Bob Neeley introduced Glenda, who was President of Gulkana Village from 1987 to 1993 and is now a community counselor. He also said that Lorraine Jackson will be coming later this week but is now attending a funeral in the village.

Bob encouraged everyone to get reacquainted during the course of the week, to share in each other's successes, and to give support for ideas and future plans.

BRIEF REVIEW OF THE CAPRA MODEL

Michael Jennings, Lisa Rieger, Darryl Wood
ANTARC Field Team

To begin the review of the steps involved in the CAPRA Model, the videotape of the March Workshop was shown. (A copy of this as well as the Proceedings was sent to every Village Representative and to each of the partnering Tribal Councils.)

Misty Nayakik had developed CAPRA "shortcuts" that were shared with the group. Darryl and Lisa used this along with a handout that they developed to review the CAPRA Model process (*see Appendices*):

C = Clients
 People Affected
 Direct Clients
 Indirect Clients

A = Analysis
 Problems
 Response Effective?
 Underlying Causes (*what are these, why are problems there?*)
 Goals (*to eliminate or reduce harm or impact - for example, there is no way to reduce the hurt or harm caused by two generations of sexual abuse but now we can deal with the problem in a better way to reduce future hurt or harm*)
 Barriers (*those things that keep us from resolving the problem*)
 Need to fully understand the problem so that we can know who we need to include
 Keep notes in order to monitor the possible and actual effectiveness of different options
 It might be easier to use a tape recorder than to write everything down

P = Partnership

Partners can be: current as well as potential resources (human, funding, potential)
clients
those who can assist in making a decision (it helps if they also benefit)
experts in various fields, including education
community groups (power, resources)
individuals, volunteers
those who could benefit from working together to do something about a problem

R = Response

Strategies devised to address the problem
Options for consideration with which everyone can live
MEAL (Moral, Ethical, Affordable, Legal)

A = Assessment

Effectiveness (*measure this in terms of goals set under Analysis*)
Evaluation
Documentation (*this helps to select the best options, maintain records of activities, measure effectiveness, report to funding sources and the community*)

This Model can be applied to all types of activities, not just funded programs. To review the steps as a group, Lisa, Darryl, and Michael posed the following problem:

Outsiders picking all the berries
or
Where did all the blueberries go?

Comments included:

sometimes they don't even grow
there is lots of open land, lots and lots of tundra
picked berries is not a problem
using a mechanical picker tears up the roots and it takes seven years for the plants to regrow
the way they are picked is more of a problem
people going onto the land allotments of others is a problem, especially non-Tribal members doing it
improper use of subsistence harvesting / gathering is a problem
in Wainwright, walrus head hunting is a problem (taking the heads and leaving the rest), not berries

It was generally decided to look at the problem of walrus headhunting rather than berry picking.

C = Clients

Direct Clients: Elders, headhunters, local Natives, landowners, corporate allotments, homesteaders, State Fish and Game, police, youth, commercial and sport fishermen/hunters, visitors, campsite owners, government agencies (EPA, military, Army Corps of Engineers)

Indirect Clients: Impact on game, environmental groups

A = Acquiring and Analyzing

Describe the problem in detail:

Headhunters just take the head of the walrus and the bodies wash up on shore where they rot and become infested with fleas, attract predators, and cause environmental damage
Food is going to waste, depleting a food resource and causing people to have to supplement by shopping in the stores)
This is a bad example for children

Sometimes walrus die naturally and the bodies was up on shore where someone takes head and leaves the rest, but headhunters are still blamed so there is “mistaken guilt”
Headhunting leads to a misconception about villages – just a few are giving villages the image of being wasteful
Headless bodies even float down as far as Kotlik from the North Slope!
When old bulls are taken, there is a damaging impact on walrus society
Elders grieve and feel sorrow when they see this type of destruction for this is a cultural and spiritual violation
Everyone keeps their mouths shut about who is doing the headhunting since some of the meat is given to the Elders and others (but most is left to rot)

What has been tried in the past to respond to this problem? What has worked and what hasn't?

Previously, Fish and Wildlife personnel have come in but no one will say anything
Headhunting occurs in the early morning hours since it's light all night in the summer
It used to be that the Council of Elders would keep tradition, teach respect, and act like PSOs, but it has lost the authority to stop violations and no longer engenders fear
The State doesn't recognize the authority of the Tribe or the Council of Elders so neither can respond to a serious violation
There is a fragmentation of authority – the State and Federal governments say that the village people have certain rights and then there's traditional tribal law which is often different
A previous response to such a violation (headhunting) would have been exile or shunning of offenders

What are the possible underlying causes of the problem?

Headhunting for money, especially now since there is a cash economy
Prove manhood
Equipment now is so high tech that more walrus can be killed in the same amount of time
Headhunters want the respect of the Elders so they provide meat to them as a payoff or bribe (so they probably would not call Fish and Wildlife anonymously about the headhunters)
Greed
Headhunters were not brought up to do right so they have a lack of conscience
Poor decision-making
Lack of respect for authority and for traditional values
Competition

What specific goals do you want to accomplish?

Hunters bring back the whole carcass (whoever is owner of the boat keeps head)
Reinforce laws
Reinforce the authority of and respect for the Council of Elders
Share the meat with everyone
Re-establish the power of the Elders so that they will once again show how to do things
Elders intervene earlier

The morning session concluded earlier than originally scheduled so all agreed to begin earlier in the afternoon.

REVIEW AND CRITIQUE OF ANTARC'S FIRST SIX MONTHS

Michael Jennings, Lisa Rieger, Darryl Wood
ANTARC Field Team

What was learned from what worked and what didn't, what each Village did with the "CAP" of CAPRA

With everyone seated in a large circle, Michael Jennings began the afternoon session by saying that the ANTARC staff made some mistakes during the first six months of operation, most notably in determining points of contact and the nature of Tribal Council involvement. There seemed to have been confusion about whether the Community Teams were working for their Tribal Councils or for the University. On the other hand, the ANTARC Field Teams (Michael Jennings, Lisa Rieger, and Darryl Wood) wondered if they should be relating directly to the Community Teams and talking more with the Tribal Council offices. Now, the Tribal Council Administrators are an important part of coordinating communication and activities.

There also seemed to be a question about what constituted a Community Team report. Initially, the Field Teams envisioned the Village Representatives having discussions at the Laundromat, at Fish Camp, etc., to begin the problem identification process and then submitting monthly reports in some form followed by a teleconference. Since this didn't happen, the Field Teams had no way of knowing what each Community Team was doing in its village and are open to suggestions and ideas for what might be better, such as using a tape recorder.

Perhaps the biggest difficulty encountered by the ANTARC staff was the Project start date. While the routine in Anchorage is relatively consistent all year, village life responds to a different and varied rhythm according to seasons. The end of the March Workshop ran right into vital subsistence activities in all of the villages, and writing ANTARC reports fell to the bottom of the "to do" pile. Now that these have subsided for the year, there is more focus on ANTARC activities.

Michael, Lisa, and Darryl summarized by saying that this afternoon session was designed to explore what did and didn't work with and for each Community Team so together the Project could be improved. They emphasized that they are here to provide support and information with which to develop and consider options in resolving community problems, not to tell the villages what to do.

Wainwright

Misty Nayakik said that the Wainwright Community Team could have reviewed and really talked about the information provided at the March Workshop. Instead, the Team became unfocused and initiated activities without going through the CAPRA Model steps. There were so many other things happening in Wainwright that every time the Team tried to have a meeting, something came up for at least one of the Village Representatives and the meeting was cancelled.

When asked about identification of a community problem, the Team reiterated the lack of activities. To counter this, members of the Team had a picnic at the north end of town, raising the money to pay for the hot dogs and other refreshments. Everyone had fun so the Team also considered other activities such as boating, camping, and dancing.

She thought that working more closely with the Wainwright Traditional Council would be an improvement for everyone involved. For the past few months, there had not been a quorum so the Council did not meet until October 29th. Since there was not time to watch the March Workshop video at that meeting, all the Council Members know about ANTARC is what the Village Reps have told them. Showing the video will increase their understanding of the Project.

When asked about the barriers encountered, Wainwright Team members agreed that if they got together and systematically talked through the steps of the CAPRA Model instead of rushing into activities, the process would work. The Team needs to put ANTARC at the top of its list, schedule a time and place to meet, and get the Tribal Council more involved.

In response to a Field Team question about the usefulness of the reporting system, Fannie apparently had them on disk but was unable to make copies. The format seemed satisfactory and the process made sense.

Yakutat

David suggested that the CAPRA Model could be applied to facilitate comprehensive planning now being undertaken by some of the villages.

Subsistence and summer activities engaged members of the Yakutat Team following the March Workshop. Further, there were major changes in management personnel at Yakutat Tlingit Tribe (YTT) which interrupted progress for a short period. At least two of the Team members were able to meet at times over the summer, but schedules often conflicted. Also, just in the last three days there had been a change in membership on the Team.

Although the problem identified by the Team during the March Workshop was an aftercare and support network for persons returning from substance abuse treatment, resources in the community were not set up so that a difference could be seen right away. Instead, the Team told the new YTT manager that the way in which it could have the most impact would be to help with the Teen Center. Subsequently, Nellie was placed in charge of getting that going, the first steps of which have been to obtain a building and establishing a Youth Council. The Team has been working with the YTT Social Services Director to see about using one of the unoccupied corporation buildings.

The Yakutat Comprehensive Plan called for a preservation plan but had no appropriate mission statement. David became involved in developing this along with designing a cultural center and museum. He was able to obtain a seed grant from the USDA Forest Service for this undertaking and is now implementing that. The grant consists of setting up a Board of Trustees comprised of representatives from the U.S. Forest Service, YTT, the City of Yakutat member of the Planning and Zoning Committee, and the Yak-Tat Kwaan Corporation, which is in the process of obtaining a lease for some land for the infrastructure.

When asked how the Team had used the CAPRA Model since the March Workshop, the following activities were mentioned:

- * obtaining a grant writer for YTT;
- * teaching culture and language in preschool for a few hours each day, arranged by the Johnson-O'Malley Program with funding from SeaAlaska Corporation;
- * hosting a dinner last spring for persons returning from substance abuse treatment (however, this was also being done by a local church so the Team decided to support rather than duplicate those efforts);

- * starting and maintaining an Alcoholics Anonymous group which was attended by upwards of 10 people every Tuesday night but diminished over the summer;
- * initiating a YTT resolution regarding drug testing;
- * holding a Southeast Walk for Sobriety;
- * inventorying resources available in the community and the area;
- * determining and then approaching direct and indirect clients for assistance in addressing the declining shellfish population, which has resulted in the formation of the Yakutat Native Marine Mammal Commission which, in turn, obtained a grant for the YTT to facilitate the Fall '99 and a planned spring survey of marine mammals in the area, specifically sea otters.

A large, long-term project involves establishing a substance abuse treatment center (primary, outpatient, aftercare). To that end, grant applications have been obtained and a letter has been written by David to the Mental Health Trust Authority inquiring about land availability in the area.

When asked what method of reporting activities and accomplishments to the ANTARC Field Teams would work better, Nellie praised the addition of Elizabeth to the Team who, among other talents, is skilled in computer usage. Summer, and its vital subsistence activities, came shortly after the March Workshop and detracted from Team progress. In addition, the YTT Council needs more information about ANTARC. David has been trying to get on the Council agenda since the end of summer with little success to date.

Kotlik

Following the March Workshop, the Kotlik Community Team made a presentation to the Tribal Council about what had been learned. Then subsistence activities took precedence and the Team didn't meet until Lisa and Michael visited in August, reinforcing the CAPRA process and the reporting system. Following that visit, the Team picked a monthly teleconference day and time which has been working well. Involving the Tribal Administrator, Pius Akaran, has been very helpful.

The problem identified by the Kotlik Village Representatives at the Workshop last March was the lack of curfew enforcement. (In the past, there were two people who patrolled to enforce curfew hours but the kids would simply hide till they passed by. Law enforcement now consists of a VPSO paid by the City.) Once they began meeting regularly, the VRs were able to devise ways to address this:

- * Peter talked about the curfew problem at a general meeting at which many ideas for resolving it were offered;
- * the VRs informed the City Council that they would spearhead a group to deal with the curfew issue;
- * the Team talked with school teachers, the principal, and the Student Council about ANTARC and asked about scheduling some time during an assembly or free period for an Elder to speak;
- * The Team made a flyer describing the curfew hours and sent it to every household in Kotlik, including those without children.

Response to the flyer was very positive, so the Team is now looking for a siren to sound at curfew. Marie said they used an empty propane drum in Wainwright to call kids in. There is still a problem on weekends when fiddling lasts till 2:00 or 3:00 a.m. and Elders, parents, and kids are still out.

* A Family Week focusing on joint activities for people of all was begun in the community hall to be held once per month. Everyone had a good time and are looking forward to this monthly focus on the family.

At the end of the week, a closing circle was held. Each person was given a lighted candle then was asked to blow it out. Theresa, who staffs Suicide Prevention, said, ***“This is how our community would be without you – filled with darkness. Everyone’s light is important to our community.”*** Fannie and Misty agreed that students need to hear how much they are loved; they need a shoulder to lean on, and they need to be encouraged and praised. Marlene added that she works in the school as a cook’s helper and makes a special effort to encourage and praise each student she sees.

In addition to the curfew issue, the Team also began dealing with ways to keep kids in school. Although the freshman class starts out with many youth, only about 5 graduate from high school. To encourage retention, the Team is sending encouraging notes and e-mails to high school youth and speaking out about the need for more parental involvement. Peter said he complains a lot at meetings about the need for activities for the kids.

Apparently, the Team’s efforts have been appreciated and their messages heard. The School Board has just developed a policy on discipline aimed at keeping kids in school. Further, the School Board has requested that members of the Team talk with problem kids and their parents to resolve issues.

Last summer, inhalant abuse by the youth was a serious problem. Sally received information on ways to intervene with and prevent this type of abuse, then called and talked with parents about it as well as the staff of Suicide Prevention. She also distributed information on inhalant abuse prevention to people in Fish Camp. In doing this, she learned that people were reluctant to seek help since the agency was located in the middle of town and there was no privacy – they could be seen going in and out of the building. The death of an Emmonak youth from inhalant abuse months later spotlighted the importance of what she was doing, and a partnership with the Suicide Prevention agency began.

Since then, the Team and Suicide Prevention have worked together on the first Family Week, which was a success, and on painting the Teen Club. To do this, they extended an open invitation for youth to participate, announcing that at least 10 kids were needed to paint. To their surprise, 23 showed up and did a good job! Each was given a certificate to acknowledge his/her participation. Sally said she hardly ever hears about inhalant abuse anymore, and Suicide Prevention loves the Team! Now other agencies are asking the ANTARC Team to partner with them on projects and programs.

Lisa asked how the Team went from not meeting to getting together regularly?

In response, Peter said that April was a busy month and the Team found their biggest obstacle was finding a place to meet and setting a regular meeting time and day. In spite of that, the Team brought ANTARC to people’s attention at various meetings and through talking one-on-one. (There are three tribes, three corporations, the traditional council, the City, and the School Board in Kotlik!) Finally, Pius offered the Tribal Council Offices for meeting space which made the difference. The Team fills out the Monthly Reports in the TC Offices, contacts the people they have listed under “Partners” then meet again to teleconference with Michael and Lisa.

In summary, the Team said it was really good to put their minds together to get things done. They have found that partnering has been invaluable, and they now keep in close contact with Pius Akaran, the Tribal Administrator. Billy added that people in Kotlik are more open now because of the ANTARC Team’s presence. Sally wished the other Teams good luck, and urged everyone to continue helping their communities even after the ANTARC grant stops.

Gulkana

When the Team returned to Gulkana after the March Workshop, everyone was excited about applying the CAPRA Model to local problems. They had identified dog, trash, and communication problems as priorities to be addressed, and they talked with each other informally before making a presentation to the Gulkana Village Council. Then several events occurred that required the attention of each of the Team members for most of the summer (an unexpectedly prolonged trip Outside, seasonal jobs on a Native corporation local construction site and in another town, a serious illness, and involvement in intensive youth programs).

However, before summer activities scattered everyone, the presentation in April made by the Team to the Council was an overwhelming success. Because the regular Council agenda was too full, a special meeting was held in which the Team reviewed what they had learned during the March Workshop. Council and village members were also excited by the process and looked at applying it to the development of a viable Y2K / Emergency Plan. Several started gathering information but summer activities took precedence and there was no follow-up. Early this fall, Darryl and Lisa spoke with the President and Administrator about the ANTARC Project and what was needed. They were able to see and agree on how useful the CAPRA Model could be, and that communications and community involvement were the keys to making it work.

In fact, with support from some Team members, the Village Council President along with the Administrator applied the CAPRA Model to a problem they and the village were facing, and together they came up with nearly 20 options in less than one hour that they alone would not have considered.

Bob wrote a report on pollution of the Gulkana River, using the CAPRA Model to explore alternatives and funding opportunities.

In the future, the Team wants to invite the village for a community stew and presentation of the CAPRA Model and obtain mailboxes for each home so flyers aren't blown away and mail can be exchanged. Also, an upcoming Council concern is the need for elderly home care to which the CAPRA Model can be applied with participation by everyone in the village.

When asked about the dog and trash problems identified last March, the Team said they had little impact on either last summer since they simply ran out of time. However, now that the Tribal Council is more involved in the Project, communication is better and that *was* one of the problems specified. For example, when the Y2K / Emergency Plan was being developed, people began to see that each had a specialty that could be helpful. One person would say, "Oh, I can do that" and another would follow with "I'll help you". People started offering ideas because they started working together. Now other vital areas are being considered by the Village as part of that Emergency Plan, such as stockpiles of wood for the winter for everyone, a food co-op to order in bulk and reduce costs, and medicines (especially for the elderly).

The Team spoke about the value of minds working together to resolve a problem, and all hope that Pauline and Hienie will continue to be a part of the process and stay involved.

Peter encouraged said that one time when he was chairing a meeting, he was trying to find ways to involve youth. The answer came from a 12-year-old girl. We "adults make it so complicated", he concluded.

In general, the following were suggestions for Project improvement by the Community Teams:

1. ***Involve the Tribal Councils more***

This will be addressed in the Year 1 and Year 2 villages by including on each Tribal Council meeting agenda a report from their ANTARC Team. Also, in the Year 2 villages a Tribal Council member will be included as a Village Representative and the first workshop will be held in each one to afford greater opportunity for involvement by the Councils. Further, the Tribal Council Administrators of all villages will be invited to participate in the teleconferences between the Field Teams and the Community Teams.

2. ***Establish a regular meeting time and place for the Community Teams***

All acknowledged the importance of maintaining a regular schedule as much as possible and establishing a consistent meeting place. Involving the Tribal Councils and Administrators more will be of immense help in accomplishing this.

3. ***Accommodate the need for subsistence activities***

Because of what had been learned during the first six months of Project operation, the second year is scheduled to begin on January 1st. Introductory workshops will be held during the first two months to allow time for the Year 2 Community Teams to begin to apply what they learn before subsistence activities predominate.

4. ***Follow the CAPRA Model steps***

Review and application of the Model during this Workshop will be beneficial. Those Community Teams that followed the steps found the regimen to be worthwhile and productive. With each new application of the Model, the steps came more easily and readily.

5. ***Keep records of what has been and is being accomplished***

Different methods may be used depending on the event, preferences, and time constraints, but all agreed that keeping track of what is being accomplished is and will be exceptionally valuable. In all of the Year 1 Villages, the Community Teams were active at some level but some had not documented what they have done. Ample use of the Monthly Report Forms during the Workshop will help to reinforce their value and benefit. In some cases, use of a tape recorder might be an alternative in order to capture and keep track of what the Teams are accomplishing.

Opening Prayer led by Elder Nellie Lord

REVIEW OF RESPONSES TO IDENTIFIED PROBLEMS

Inspector Vern White
Royal Canadian Mounted Police, Whitehorse, Yukon

Welcomed back for this Workshop, Vern was the person who introduced the CAPRA Model to ANTARC last March. In reviewing that Model, he asked what experiences people had had in applying the process to an issue in their community. Some had used it effectively, others said they circumvented the steps and weren't pleased with the outcome, and still others said they tried to apply it but either forgot or became distracted midway so did not complete the process.

Vern suggested that a problem be chosen that the entire group could work through together. The one selected was:

getting Tribal Councils (TC) involved in the ANTARC Project.

In describing that problem, the following was offered:

- lack of knowledge by Tribal Council members of what the Village Reps were supposed to be doing
- inability to get on the TC agenda (too full)
- addition of new TC members who did not receive an introduction to or explanation of ANTARC
- seasonal activities (subsistence activities and seasonal employment in the summer)
- lack of communication
- lack of participation
- need for focus – many divergent issues
- issues of power and control

The above list could be divided into: attitudes (but this is too big a problem to manage) and prioritization (ANTARC is low priority on everyone's list, partially because they are too involved in other activities, including subsistence and seasonal employment).

Vern then asked about "government involvement" which evolved into "educating government". It would be useful to the VRs to go through that here in preparation for working with the Year 2 villages. Vern noted that if a problem is misidentified, then time will be spent on dealing with the effects of that problem rather than on resolving the problem itself. He then asked if the Tribal councils are educated enough about ANTARC to know what to do? CAPRA is a process; the steps, if followed, are a way of getting as many people involved in problem-solving as possible. He cautioned not to exclude anyone from participating because that exclusion could come back to haunt the group.

The Community Teams were then asked to identify the **Clients** that would be affected by the problem:

Gulkana

Direct: Tribal Council, Administrator, Other Program Coordinators, other Villagers, CRNA, UAA ANTARC

Indirect: Church, School, Housing Authority, Ahtna, funding agencies (grants), State Troopers, State/federal governments

Kotlik

City Council, Traditional Council, School Board, corporations, churches, committees (bingo), Student Council, ICWA, Teen Club, VPSO, AVCP, YKHC, LYSP (Suicide Prevention), VAEC (Village Alcohol Education Council), UAA ANTARC

Wainwright

PSO, City Council, Tribal Council, School Board, corporations, churches, teachers, Board of Directors, students, Elders, teens (the community owns the government)

Yakutat

Direct: Council Members/candidates, UAA ANTARC Team and partners, staff and Tribal members

Indirect: Community

Vern asked whether the Community Teams viewed Michael, Lisa, and Darryl as partners and all agreed they did. He also said that government is more than elected officials so be sure to invite participation by everyone. Saying that, the group addressed **Acquiring and Analyzing Information**, the second step of the CAPRA Model:

Gulkana

Problem: keeping local government educated and interested.

Tried in past (didn't work)? asking everyone to bring all the food, not making arrangements so that everyone can hear.

Tried in past (worked)? providing food for people, keeping people informed, having a good speaker, gathering people together, careful date selection (timing), showing them that the Project is worthwhile and helpful to them, involvement using the CAPRA Model or whatever is taught (ownership), isolated/singular event that doesn't compete with other items on the agenda, interaction, having visuals (not just audio).

Possible underlying causes? timing conflicts, negative attitude, lack of interest and communication, too busy/over-involvement, wearing too many hats – burnout.

Specific goals? involvement of whole community, personal application of the Model, use by local government of the CAPRA Model.

Questions? how do we and they want the CAPRA Model to be applied and ANTARC Team utilized?

Barriers (ways to overcome): jealousy among villages and villagers.

Kotlik

Problem (VRs): too many agencies (can be overwhelming), too much over-involvement (ineffective because we're spread too thin), time away from village during fishing and subsistence season, hospital trips, finding a meeting date that works for everyone (need to concentrate on a specific problem), family commitments (sometimes result in missed meetings).

Problem (from TC perspective): lack of interest, think it's just another government program so it's not taken seriously, lack of understanding, no time on the agenda for ANTARC, overlapping meetings

Tried in past?: have met with TC but often there is not a quorum, no one shows up to meeting held during subsistence (fish camp) season, no follow through.

Possible underlying causes? not enough explanation, no action, lack of understanding, lack of involvement, lack of communication, lack of funding for prizes for kids, no quorum.

Specific goals? educate government, work together as one community, let TC and community fully understand what ANTARC is all about, let everyone feel comfortable with us, get more to participate, more family activities.

Questions? How to better our community? How do we get started? When can we meet (time/date)? Where can we meet (place)?

Barriers (ways to overcome): jealousy (don't hide anything, invite or have those who are jealous to participate in activities), Team scattered (work together as one, give support, be partners), no cooperation, projects aren't interesting.

Wainwright

Problem: lack of communication and participation of our leaders, too many people are wearing too many hats and are overextended, time of season (importance of subsistence activities), lack of using their knowledge, new TC Members means having to explain ANTARC all over again, no funding, Bob *[the name given to those who do everything, wear many hats]*.

Tried in past? electing new Council Members has not worked (new faces); NSB got involved to help City Council get back on their feet and that worked

Possible underlying causes? lack of communication, no community involvement, not following through, lack of knowledge, no quorum (power play with knowledge since knowledge is power).

Specific goals? being acknowledged and supported by Council Members for our main objectives with ANTARC, getting more participation from everyone.

Questions? Who can help us educate the government? Why doesn't the government know any better? How do we get started?

Barriers (ways to overcome): jealousy (keep everyone informed).

Yakutat

Problem: lack of education/knowledge, lack of participation, new Council Members/Candidates who are not familiar with ANTARC, timing (seasonal activities), not sharing knowledge.

Tried in past? what has worked with other business is being persistent and attending the meetings to be heard ("give me 5 minutes of your time"), getting on the agenda.

Possible underlying causes? not enough Council Members in town to have a quorum, lack of communication and involvement, lack of funding, lack of focus.

Specific goals? more participation from everyone, more family activities, more effective use of Team.

Questions? How can we better educate our Council Members and our community about ANTARC? Who can help us when and where to achieve our main objectives? When can we schedule ANTARC Field Team on the TC agenda to facilitate/assist accomplishing our goals and objectives?

Barriers (ways to overcome): no time on the TC agenda (schedule a special meeting), jealousy (invite those individuals to participate), discontent (support one another), wearing too many hats (utilize the VRs more, make an effort to keep inclusive with options).

The meaning of "Partners" was discussed since it can sometimes be confusing. Clients can be **Partners** in this Model. Remember to invite everyone who can help resolve the problem; some may be very supportive but not have the time to participate on a regular basis. However, their goodwill and support may be very valuable in the future.

Gulkana

Tribal Council, Administrator, Other Program Coordinators, School, other Villagers, youth, teams from other villages, others trained in CAPRA Model, Vern and Julie. (Important to emphasize teamwork, encourage input, keep others informed, remain open to involvement of partners, and concentrate the focus on the problem to be resolved, not the people.)

Kotlik

City Council, Traditional Council, School Board, corporations, churches, stores, Elders, teachers, parents/grandparents, RSB, VPSO, Student Council, AVCP, YKHC, LYSP (Suicide Prevention), Headstart, VAEC (Village Alcohol Education Council), UAA ANTARC.

Wainwright

City Council, Tribal Council, School Board, local corporations, North slope Borough, ASNA, ASRC, UAA ANTARC.

Yakutat

Tribal Council, General Manager, Social Services, church, School District, UAA ANTARC, VPSO, Planning and Zoning, Mental Health Trust Authority, parents, ANTARC Team in next year's village.

Jealousy was discussed as a very real and common barrier to be expected. People wearing "too many hats" may unknowingly be a threat to those who are not as involved ("What are they trying to do, be better than me? Be in control of everything? Grab all the power?"). When faced with jealousy, Julie suggested focusing on helping one another and talking out differences rather than ignoring them. As long as

the betterment of the community is the foundation for discussions, barriers can be overcome (emphasize the “big us” instead of individual personalities or gains).

When formulating **Responses** to the identified problems, keep in mind that positive begets positive. What kinds of things can be done that include others, improve the situation, resolve the problem, and maintain a positive outlook? “How can we find more time to meet with you?” “What can we do to help you?” Both of these show respect and consideration for others while taking positive action.

Gulkana

Let Tribal Council know we are available/willing to assist. Keep an ANTARC calendar in the file at the Teen Center (for available dates and those already committed). Invite all partners to a Hobo Stew Night and show the ANTARC video or give an outline of CAPRA (to partner with villagers). Put information in the Village Flag/newsletter. Create a sense of ownership and involvement. Call on the ANTARC staff if needed to facilitate and increase communication. Be friendly, mile, and visit neighbors. Apply CAPRA personally in own lives.

Kotlik

Listen, inquire, understand, take time, and work as a team, not individually. Pray before meetings. Support and praise others; listen to both sides of a story. Include others; don't blame, don't exclude anyone (if we place blame, expect others to be defensive). Include others in developing responses. Focus and work on the goals we are trying to accomplish. Work with key players in the community. Avoid guilt trips, don't give up trying. Be positive examples, be trustworthy, do something positive, and expect positive responses. Consult with the others before making a decision; be quick to apologize and ask for forgiveness. Accept and deal with difficult people. Be cooperative, resolve differences, prioritize responsibilities. Develop constructive responses. Smile (“Your face value increases with a smile”, and “The most important thing you wear is the expression on your face”).

Wainwright

Meet with all the Bobs of Wainwright so they can help us. Communicate with other organizations in the community. Hold a town meeting with door prizes of seasonal objects (donated by ANTARC). Get or find training for leaders in areas they request or need.

Yakutat

Hold an individual conference with Tribal Council members to explain ANTARC. Sponsor an individual luncheon with a handout describing ANTARC and consider it a “special meeting”. Reintroduce Michael and Lisa to the Tribal Council.

The last step in the CAPRA Model process is **Assessment**. How will you know whether your responses have been effective? What and how will you evaluate where you can best place your efforts?

Gulkana

Measure effectiveness? The number of people attending Hobo Stew Night and the increase thereafter. The list received from Council Administrator of things for us to work on. We are meeting regularly as a Team. Report forms are sent to Darryl and Lisa regularly to keep them informed. Village Flag / newsletter is created, up and going. Grant applications have been made. The number of people using CAPRA Model. Meeting attendance. Activity report card (pray as a Team).

Evaluate after implementing? Immediately and ongoing.

Document? In writing / Activity Logs / newsletter. Use video and pictures to record activities and progress.

Kotlik

Measure effectiveness? Make a list of our goals before we start. Aim for more turnout, more community involvement, especially from parents and teachers. Make a simple report card together with our partners to grade activities (0=failure, 1=poor, 2=average, 3=good, 4=great). Ask for suggestions to get everyone involved. Keep records. Increase attendance and interest. Go over everything again to see what needs to be changed next time.

Evaluate after implementing? Monthly.

Document? Keep records, journals, an ANTARC calendar, use e-mail and newsletters. Keep activity form of projects undertaken.

Wainwright

Measure effectiveness? Activities would be successful if everyone communicated better and participated more. (They would if we had good door prizes.) They would be successful if leaders and others received the training they needed and implemented their knowledge in the community

Evaluate after implementing? Quarterly.

Document? With paper and pen reports.

Yakutat

Measure effectiveness? By the amount of response from and by Tribal council members at "Special Meeting".

Evaluate after implementing? Immediately or no more than one week after the Special Meeting.

Document? Sign-in sheet, questionnaire on ANTARC completed.

GROUP DISCUSSION OF RESPONSES DEVELOPED BY
EACH COMMUNITY TEAM

Inspector Vern White
Royal Canadian Mounted Police, Whitehorse, Yukon

Julie Roberts, Executive Director
Tanana Tribal Council

Following the lunch break, there was a brief discussion about Assessment and the importance of documentation. When talking about the application of the Model, Julie mentioned a Tanana Chiefs Conference (TCC) economic development workshop held last summer that bogged down until she suggested going through the CAPRA steps. The result was a re-energizing of the workshop as demonstrated by the creation of a substantial list of options and ideas to pursue. The process showed those attending that they could have answers themselves rather than being told how to do things. The follow-up workshop is to be held in Fairbanks next week (November 8th – 12th).

Vern emphasized the importance of the process. Working through the steps of CAPRA is a way of insuring that people are included in community problem-solving and response-development, even if only on a supportive level.

Julie also talked about a problem that is not generally mentioned in general workshops yet has great impact on a community – domestic violence. In Tanana last week, she attended a one-day workshop on this subject. Never having been abused or part of an abusive family system, she had more or less ignored this problem, choosing not to attend a workshop held in Tanana 10 years ago (only three people actually went to that one). However, this time she wanted to go to support the others and to learn about the subject since its effects were becoming more and more pervasive in her community. As an example, for the past year, a counselor has come to Tanana one day per month to provide services. He now sees at least 15 people on each visit.

“We need to deal with domestic violence in order to heal our community. We can’t move forward if we don’t deal with this,” said Julie. Of those who attended the workshop last week, four were men. Information was given on how to support a family in recovery. Most of the women who came had been involved with abuse at some level and talked about controlling their anger.

Julie had copies of the information that was passed out at the workshop, including the ten traits of healthy families and pamphlets on the cycle of violence and healing. They offered words of encouragement for people on a journey to wellness. “Once we overcome some of our social problems, we will build up people’s self-esteem, and this makes them want to help others,” Julie noted.

Julie encouraged David Ramos to keep on with the A.A. meetings, suggesting that he work with the judges in the Yakutat area to let them know it’s available for court-ordered people. She also emphasized that the activities of the Kotlik Team were important to making a healthy community and preventing domestic violence. “After awhile, other people starting getting involved and they refresh you with new ideas and new energy.” Once each week in Tanana the older women play basketball with the Junior High girls who run into and bounce off them. The intergenerational fun is part of the healing of her community. Food is always an attraction, too. In her village, the 5th and 6th graders are starting a “once each month restaurant” – just one of many ways to have fun without alcohol.

In order to more safely deal with a domestic violence problem in Tanana, a crisis intervention/child protection team is sent out. In villages, it's hard to set up safe homes for those who are being abused and alternatives are needed. (David mentioned that in Yakutat the pastor's house is a safe home under the AWARE domestic violence program out of Juneau but there is no other kind of shelter.) The lack of police protection in most rural Alaskan communities is a real problem. Having a Tribal Court in the village is helpful; some system is needed to address even minor problems such as curfew. There needs to be consequences for actions.

Vern said that what Canada spends for police protection in just 13 villages is the same as the State of Alaska spends on all 226! They use restorative justice to deal with post-charge offenses by healing instead of with punishment and retribution. This system allows people to take responsibility for their actions, have conversations in safety between the perpetrator, accuser, victim, and others most closely involved.

The Community Teams were then asked to apply the CAPRA Model to the problem of domestic violence in their villages.

GULKANA COMMUNITY TEAM

"Domestic Violence – Safety for Victims/Offenders

CLIENTS

Direct : Victim, offender, immediate family, grandparents, other Village members, Village Council, CRNA, DFYS, other villages, community counselor, ICWA worker, Child Protection Team, Suicide Grant Coordinator, Police, Hospital/Clinic, Village Court, Court.

Indirect:: Other villages, church, school.

ANALYSIS

Describe problem: Family homes are safe places for our village, but there needs to be a way to stop the cycle of going to a safe home, then returning to be victimized in a recurrence of violence.

Tried in past? Pastor Ben visit violent/fight situation; separating the victim by sending to homes of extended family members; more than one call to Troopers (break the silence); team addressing the problem (even moral support); Local Option Law; and police involvement (both positive and negative results).

Possible underlying causes? Alcohol/other drugs, cycle of violence, family relations, no housing for Village police, silence, anger, ignoring the problem (denial), law enforcement system (Troopers).

Specific goals? To reduce domestic violence and provide safety for victims as well as offenders.

KOTLIK COMMUNITY TEAM

"Domestic Violence – Safety for Victims/Offenders

CLIENTS

Direct : Victims, offenders, VPSO/Troopers, Social Services, Health Aides, teachers, relatives, parents, shelter hosts, Elders, Court systems, community.

Indirect:: School, church (preachers), hospital, community, parents, nurses/doctors, pastors, politicians, other villages, pilots, Coast Guard.

ANALYSIS

Describe problem: Person is beaten up, children are afraid, there are no shelters and no cops around, cops are afraid to do their work, there are no support groups, Troopers and cops are in another village, no funds for local cops.

Tried in past? Offenders sent to jail and don't get help there (no counseling); cops too slow to respond to calls for help, Troopers are 50 miles away.

Possible underlying causes? Offenders – past experience, past history, neglected, abused, no police authority, alcohol/other drug abuse, no housing for out-of-town cops, no enforcement, no teamwork, cop not willing to work because he's not on duty.

Specific goals? Safer shelters, safer town or village; police officers (VPSOs) trained to handle difficult situations and paid well; no more (or less) domestic violence.

WAINWRIGHT COMMUNITY TEAM
"Domestic Violence – Safety for Victims/Offenders"

CLIENTS

Victims of domestic violence, abuser, ICWA, children, family members, friends, DFYS, AWIC, abusers, Public Safety Officers, SATS.

ANALYSIS

Describe problem: Victims scared and ashamed of talking about domestic violence. Abusers threaten victims not to tell about the abuse. May be alcohol or some other kind of drug, or a person who can't control his/her temper (victims hiding in the shade and being afraid to tell someone due to threats).

Tried in past? There's no participation from victims and abusers when the North Slope Borough offers a domestic violence workshop. Talking with person abused (but can't stick in his/her head).

Possible underlying causes? Alcohol/other drugs, inability to control temper.

Specific goals? How domestic violence is bad and can tear families and friendships apart. Try to get it into the abuser's head. Let that person find out who his/her real friends and family are.

Questions? How did it start? Any alcohol/other drugs involved? Is it that you're short-tempered? Have a problem with anger control?

Barriers (ways to overcome)? Person is not listening – say or do something that will get his/her attention.

PARTNERSHIPS

Friends and family.

RESPONSE

Talk (seriously). Do more positive things.

ASSESSMENT

Measure effectiveness? If it worked, that person would look at life in another way and change to do better and more positive things.

Evaluate after implementing? Good question.

Document? Pen and paper.

YAKUTAT COMMUNITY TEAM
"Domestic Violence – Safety for Victims/Offenders"

CLIENTS

Victims and offenders, immediate family members and friends, law enforcement officers and court system, health care providers and social workers, school officials, safe home providers, correctional facilities, DFYS, employers, ICWA, substance abuse providers.

ANALYSIS

Describe problem: Be aware safety is not enough for our community; lack of Knock-N-Talk program (or similar one) or support, especially of victims and offenders. Perpetrator is actually victim himself/herself. Lack of self-worth.

Tried in past? Out-of-town counselor.

Possible underlying causes? Alcohol/other drug abuse, FAE, verbal and physical abuse.

The session ended with a brief discussion of what each group had identified.

Opening Prayer led by Elder Nellie Lord

TIPS ON HOW TO TRAIN OTHERS IN THE CAPRA MODEL

Julie Roberts and Vern White

Julie Roberts provide tips on how to provide a training session since the Year 1 Village Representatives will be passing on what they have learned to the Year 2 Village Representatives with support from the ANTARC Field Teams. Her village likes to have meetings with other communities in their area so they can together develop responses to different kinds of problems. She outlined the process she uses to initiate those meetings:

1. Always go through the traditional council to plan for a meeting with other villages.
2. Write a letter of invitation to the other villages mentioning the problem to be addressed or proposal to be discussed then wait for a response.
3. If other villages respond and are interested in meeting, then coordinate with them to plan the dates, times, and place it will be held that do not conflict with other community-wide activities.
4. Set up committees to make arrangements for guests while they are in the village (housing, food, transportation).
5. Locate a good meeting place that has ample space and restrooms as well as a place for refreshments.
6. Arrange for special equipment, such as a microphone, to make sure that everyone can hear (especially Elders).
7. Make sure there are notepads, pens, pencils, large paper, marking pens, and other supplies available before the meeting.
8. Allow guests time to settle in and get situated before beginning the meeting.
9. Remain united as a team when making presentations to or providing training for others (they will be depending on the teams), and remember to follow through on promises and actions.
10. Designate a group leader or team spokesperson that is supported by the others.
11. Introduce everyone, explain the role of the ANTARC Team, and allow time for questions and answers.
12. If the meeting lasts more than one day, arrange for activities in the evenings (potlatches and/or traditional/fiddle dances, for example).
13. Make sure someone is designated to take notes or tape record the sessions.
14. Use simple, tangible problems on which to apply the CAPRA Model (such as a Family Night event).

Training can be fun, especially if the trainers know the people being trained. Speak to everyone who comes to make them feel welcome and a part of the sessions.

For Year 2 of the ANTARC Project, it will be the responsibility of the Year 1 Tribal Councils to send letters to the villages invited to participate and to make all the necessary arrangements for travel and training. The Year 1 ANTARC Village Representatives, as community teams, will introduce the Project to the new village Council and provide training in use of the CAPRA Model accompanied by the ANTARC Field Teams. The Year 2 Tribal Councils will select their own Village Representatives to participate in the training.

In order to prepare to make presentations and provide training to the Year 2 Village Representatives, Vern and Julie led a review of the CAPRA Model process, including tips on what each step is and how it could be applied successfully.

C = Clients

Define a problem by understanding the needs of those impacted by the effects of that problem. Getting to know their views and expectations promotes efficiency in addressing their concerns, locating resources for support, developing strategies, and finding a satisfying resolution to the shared problem. To determine those who are clients, ask, "Who has an interest in this problem? Who can provide information about this problem?"

Direct Clients are those most directly involved in an incident, event or occurrence or who routinely deal with a specific problem (have a reason to be involved).

Indirect Clients are those who are not directly involved in resolution of a problem but have an interest in its outcome either because of the way it was handled or the association of the problem to other similar occurrences. They may bring new information, new ideas, and new associations to intervene more broadly with the actual problem, not merely its effects. Indirect clients can become direct clients.

As with other situations in life, it is best to extend an invitation to rather than exclude a person/agency representative from being a part of the problem-solving process. The option to decline involvement creates better relationships than does a feeling of having been forgotten or ignored in the first place. The greater the number of people involved, the better the chance for coming up with an effective solution that is accepted by the entire community.

A = Analysis

The key to effective community problem solving is the collection, organization, analysis, and documentation of information to specify and address problems. This information could include services available, community profiles and demographics, crime statistics, and how others view the problem. Look at the problem itself as well as related events. Sometimes what has happened in the past is an advantageous way to begin to understand what is occurring in the present.

Describe the problem using five categories:

Impact – who is affected and to what degree?

Seriousness – how dangerous is the problem and how much damage is created?

Complexity – how deep-rooted is this problem?

Solvability – what resources are required to resolve the problem, and how long might it take?

Interest – how much community interest is there in this problem?

Consider what responses have been made to this problem in the past and how effective each was. Brainstorm and list possible underlying causes of the problem. Delineate specific goals to be accomplished. List the questions that need to be answered in order to provide more and/or different

information about the problem (what more do you need to know?). Recognize what barriers or obstacles to resolution of the problem exist and what might be done to overcome them. The more information collected and the better the analysis in terms of the views and concerns of the clients, the more likely an agreeable and holistic response to or resolution of a problem can be achieved.

P = Partnership

Partners include anyone who can assist in providing better quality and more timely service – all the sources available to help resolve the problem. Partners can be agencies, corporations, businesses, specialists, cultural groups, and others that can extend support. They can also be clients. Ask partners who else they think should be included to make sure that all those affected have an opportunity to participate or to provide feedback and information. Partnerships are based on trust – people who feel they've been treated fairly in the past will not hesitate to become involved in and give support to future problem-solving groups. Ask, "What do partners bring to the problem solving process and what do they take away with them?"

In the process of developing partnerships, more information about the causes of the problem may be discovered, resulting in the need to invite participation by others who originally might have been left out. Also, a problem can have different clients and, therefore, different partners (such as victims and offenders).

R = Response

What specific strategies can be developed to address the problem based on the needs and the expectations of the clients? Responses must meet four criteria:

M = Meal
E = Ethical
A = Affordable
L = Legal

Most likely, there are multiple responses to any one problem, ranging from a simple phone call for information through a complete grant application for funding of a well-defined and planned program. Much can be accomplished by taking small steps and partnering with others rather than investing resolution in a grant-funded program only. Sometimes a resolution passed by the City Council and/or Tribal Council is an important beginning; sometimes providing information on a subject to the community can be immensely helpful.

A = Assessment

Ongoing evaluation of the process at each step along the way as well as after a project is completed is vital to the CAPRA Model. When designing or implementing a response, ask for feedback from the clients and partners as part of the assessment process. Identify links between the current problem and similar ones in order to work on preventive recurrences. Establish contingency plans in case one or more strategies is unworkable.

Assessment includes measurement of effectiveness, time in which that measurement is taken (monthly, quarterly, etc.), and methods of documentation. The last is essential to a meaningful review of the process, provides a record of what happened for others to use, and offers an invaluable basis for developing future projects and programs.

The ANTARC Project can be divided into sections that match the CAPRA Model and steps:

<u>year</u>	<u>village</u>	<u>step</u>	<u>detail</u>
Year 1 (1999)	Year 1 Villages	C A P	Clients, Analysis, Partners: identify and specify problem
Year 2 (2000)	Year 1 Villages	R	Responses developed and implemented to address identified problem; select Year 2 Village, train its Village Representatives in CAPRA Model
	Year 2 Villages	C A P	Clients, Analysis, Partners: identify and specify problem
Year 3 (2001)	Year 1 Villages	A	Assessment of effectiveness of responses implemented; guide Year 2 Villages in Response development and implementation; select Year 3 Villages and train their Village Representatives in CAPRA Model
	Year 2 Villages	R	Responses developed and implemented to address identified problem
	Year 3 Villages	C A P	Clients, Analysis, Partners: identify and specify problem

Each Community Team then took one of the CAPRA steps to develop for a practice presentation to a Year 2 Village:

Clients: **Gulkana**
 Analysis: **Wainwright**
 Partnerships: **Gulkana**
 Response: **Kotlik**
 Assessment: **Yakutat**

Clients – **Gulkana**

The people we must work with to provide a service to or those who may be affected by the action taken. For example, in Gulkana there is a problem with loose dogs. The **Direct Clients** would be the Village people; the **Indirect Clients** would be animals (pets), the Post Office, the Radio Station, and Federal agencies. Vern asked how they determined who was a Direct Client and an Indirect Client and what the difference was between the two groups? The Gulkana Community Team said that first they narrowed the problem down then looked at who was affected by it. Clients have a relationship with some aspect of the problem and Indirect Clients participate in helping to resolve the problem.

A question arose about how to respond to those who would say, “Just do it yourselves”. Julie suggested emphasizing that people feel better and prouder, when they know they are a part of something. Vern highlighted making sure to get everyone involved and to leave no one out.

Analysis – **Wainwright**

Acquiring and analyzing information needed to deal with the problem. List and gather as much information as possible about the problem: what was done in the past to address it; what worked and what didn't, what causes the problem to keep going; and what do you want to see happen? Figure out how to work through the problem without repeating past failures. Look at options, ask others to help

research out and gather information, talk to everyone and get their ideas for ways to alleviate or stop the problem. Someone's going to have information that we don't.

Vern focused on the importance of taking the CAPRA steps one at a time, cautioning that if one part is skipped, a Team or community can find itself in the same situation again. As information is obtained, use it to help narrow down the problem so it's easier to resolve. Small steps lead to giant leaps. "If there's no information," he said, "you won't know what you're working on." For instance, with the problem of the walrus headhunters, how much of the meat is being left? Misty suggested asking the clients and others how they feel about the meat being shared, and finding out what other communities do if they have a similar headhunting problem as well as what ideas they might have for Wainwright.

When asked how they would decide what they wanted to see happen, the Team suggested asking everyone about that knowing that not all are going to be completely happy with the outcome. The Team also acknowledged that some people might not want to talk to them and they agreed to respect that. "We can't force others to talk to us, to answer our questions." Fannie suggested that the people who talk to them end up being Clients. One of the barriers they face is that the Elders like walrus meat regardless of where it came from so they might not want to talk about who gave it to them. Fish and Wildlife regulations state that a walrus head must be tagged before being sold. Maybe that agency could ask to see all of the meat, not just the head. Vern noted that if hunters won't give information, they are still Indirect Clients *and* a barrier. Barriers may undermine other things being done.

Julie said they have the same problem in Tanana: hunters take just the antlers of moose and leave the meat. In Yakutat, the Harbor Seal Commission kept track via questionnaire of the number of those animals taken in order to assure a sustainable population.

Partners – *Gulkana*

Partners help make decisions about what actions to take. When asked about the difference between a Client and a Partner, the Team responded that Clients can be victims and Partners are those who can help. A Client can also be a Partner and vice versa. For instance, someone working for the Copper River Native Association (CRNA) can be both Client and Partner. Julie asked how we would know if we had enough Partners? Bob answered that we could keep adding as needed, there was no set number. There is a two-way communication with Partners, and what they have to say is important.

Cami asked for suggestions about how to respond when you approach a group to become a Partner and the members of that group say, "You're being paid and I'm not so you go do it." Bob recommended trying to get grant money. Vellena added that, when approaching potential Partners, the Team could talk about participating together to improve life for everyone in the community and the region. Cami concurred, saying that we could also mention how participation in finding a solution to a local problem could also affect family life positively. In Kotlik, the Team has partnered with Suicide Prevention on Family Night, with the Tribal Council on curfew, and will be working with the School Board on retention (keeping kids in school). Lisa suggested saying that Team members are getting a stipend to spend time away from families while working on this Project; the stipend is like a kick-start.

Misty joined in, saying that we want this Project to go on for ourselves after the 3rd year of the grant so that we can pass down the knowledge about and experience we've gained in problem solving. Just because the stipend stops, we don't have to.

Now that Family Night has more people helping, the Kotlik Team can move on to other things - pull away but keep in touch.

The approach was to obtaining partners will depend on the problem being addressed. “We have to see what we’re dealing with, who will be helping, and who the Direct Clients are,” said Vellena. Partners can be sought through community gatherings, one-on-one conversations with individuals, multiple meetings and perhaps advertising. Julie suggested contacting the Chief of the Village and getting his support. For those not in the community, Glenda recommended calling them, explaining what we’re doing and the problem we’re trying to solve, and letting them know we need them as Partners. Let them know what’s in it for them if they participate.

Response – Yakutat

Developing responses to a problem comes after determining who will be involved and gathering then analyzing information about the problem. That research enables us to make plans and take appropriate action. The Yakutat Team looked at a situation in which the Community Hall burned down. *Clients* would include the fire department, the police, those who used the Hall (Bingo, classes, meetings), and members of the village. One important aspect of the *Analysis* was obtaining an estimate of the cost of repairing the building. Potential Partners in that repair would be contacted to ask for their participation in the development of *Responses* to the situation – those short-term and long-term plans of action that will lead to resolving the original problem.

Partners might include other communities (donations), local and regional corporations, and the State. Nellie said that if the Elders are involved, the Team would be able to get volunteers to help. David also mentioned the tradition of potlatching.

Julie said that if Response if where we make a plan of action with input from those involved, how would this be accomplished? “Through meetings with Clients and Partners,” the Team responded.

Assessment – Kotlik

Summarizing the ANTARC Project, the Team noted that the first year concentrated on problem identification (Clients, Analysis, Partners), the second year will spotlight implementation (Response), and the final year will emphasize evaluation of effectiveness of our actions so that changes can be made as necessary (Assessment). However, throughout the Project, Assessment is a way of grading the success of every event planned and implemented by the Team.

For example, with regard to Family Week in Kotlik, an assessment of the first one pointed out that the timing needs to be changed (7:00 to 10:00 or 10:30 p.m. rather than 7:00 to 11:00 p.m.), and the dates of future Family Nights scheduled so they don’t overlap with other community events (ball games, dances, church). The Team also needs to plan and arrange for use of a place and equipment. Different jobs should be delegated to others to increase participation. Those attending, especially children, need to be asked what they want to during future Family Nights. By counting tickets, the Team will know how many people attended an event.

The Team also found that they will need to let everyone know of their plans at least one week ahead of time through flyers, posters, notices, VHF, CB radio, and phone. They recommended the following:

- ❖ stay committed to Team meetings to be effective, and make those meetings a priority;
- ❖ use a calendar to set goals and objectives and to plan future events;
- ❖ attend activities;
- ❖ ask other sites what worked and what didn’t;

- ❖ use a simple report card to assess the progress and worth of each project *[the Team prepared such a form that was distributed on Thursday afternoon to everyone and is appended to these Proceedings]*;
- ❖ keep Activity Logs, e-mails, samples, and other records of what has been done;
- ❖ ask for suggestions for everyone;
- ❖ help Partners with reports they may have to make to their funding sources and to the community;
- ❖ schedule activities ahead to avoid conflict or overlapping (i.e., Eskimo dances, ball games, church, holidays); and
- ❖ stay together as a Team.

The Team thought that within *one month* after the event it should be evaluated for its effectiveness.

Documentation needs to be kept throughout the planning and implementation stages and can include samples of flyers, notes from meetings, Activity Logs, records, journals, and e-mail printouts.

As a result of assessing the effectiveness of the first Family Week, the Kotlik Team began to lay out plans for the coming year: January – games with families; February – family dinner night; March – Talking circle (have children talk with older people about what they think, feel, and want in their community); April – Elders telling of our customs and traditions or stories. The Team also wanted to incorporate time for teaching children and youth how to make things for themselves that are part of the Yupik customs. Once this overall plan is more fully developed, the Team will contact its Clients and Partners for input and recommendations.

Assessment is important so that changes can be made based on what worked and what didn't. Fannie added that when the project is complete and problems solved successfully, the records will be available for others to learn from in the future.

PREPARATION FOR TRAINING OF YEAR 2 VILLAGE REPRESENTATIVES

Julie Roberts and Vern White

The review of the CAPRA Model process in the morning and the presentations made by each Community Team on the steps in that process were helpful refreshers in preparation for training the Year 2 Village Representatives. Vern thanked everyone for their contributions and encouraged them to continue working in their Teams.

The CAPRA Model can be used to deal with serious, often painful, issues like domestic violence. Following the steps will help to maintain focus and keep groups moving forward. However, the Model can also be used for fun things.

Saying that, Vern and Julie invited everyone to a feast! Each Community Team was asked to bring a specific item, and to plan for its preparation using the CAPRA Model:

- Gulkana – **Caribou**
- Kotlik – **Fried Bread**
- Wainwright – **Walrus**
- Yakutat – **Salmon**

GULKANA COMMUNITY TEAM – CARIBOU

CLIENTS

Direct : Driver for transportation, men of the Village, women to cook, manager of the hall in which the feast will be held.

Indirect: Alaska State Fish and Game, stores, the Fuel Company.

ANALYSIS

Describe problem: We have a feast coming up and we need caribou to feed the people. Where are the caribou?

Tried in past? Having a lot of volunteers to cut and prepare the meat, going door-to-door to ask for donations, calling people to inform them of the need for caribou and for persons to cook.

Possible underlying causes? There is no caribou meat.

Specific goals? Have enough tasty caribou to feed our guests. Have people work together to have a successful feast.

Questions? Who will help prepare (females) and cook (males)? Who will go around and get donations? Who will prepare the meat? Do we have enough wood and supplies? Where will the meat be cooked?

Barriers (ways to overcome)? Laziness – get people involved who want to be good hosts. Lack of meat – make different dishes like soup to make the meat go farther.

PARTNERSHIPS

Villagers: meat cutters, cooks and other helpers, neighbors.

RESPONSE

Someone to call people for volunteer help and donations of caribou meat. Find people to gather up the donated meat, to prepare it, and to cook it. Assure Hall availability and a way to pay for the user fee.

ASSESSMENT

Measure effectiveness? We would have enough meat to fix for everyone, it was tasty, and guests were satisfied. We would hear, "Can I have some more?" and there were positive attitudes.

Evaluate after implementing? Immediately.

Document? Write thank you notes to all helpers and donors. Use a movie camera.

KOTLIK COMMUNITY TEAM – FRIED BREAD

CLIENTS

Cooks, the stores that provide the ingredients, the school where the feast will be held, and everyone who attends

ANALYSIS

Describe problem:

To make Fried Bread, we will need the following ingredients: flour; yeast; salt; water; milk; sugar; eggs; oil; and shortening. Also needed are use of a stove or stoves, a place to hold the feast, pots and pans for mixing and cooking, cooperation of the store, and volunteers.

Tried in past? There were not enough volunteers nor ingredients available. When we asked for volunteers, not enough came to help. What worked was stocking up on ingredients beforehand and assigning people to different tasks.

Possible underlying causes? Poor planning, not enough notice given, not enough or no ingredients, and no cooks.

Specific goals? Make enough good quality fried bread for the feast so that everyone is fed (to do the best for everyone).

Questions? Who? Five people and alternates. What? Mix and fry bread with pots and pans. Where? In their homes, the school, and/or the church. When? Thursday at 6:00 p.m.. How? Follow the recipe. Why? To contribute to the community feast.

Barriers (ways to overcome)? People are unmotivated, lazy – find people who are willing to make fried bread. There are no ingredients – order ingredients ahead of time. Excuses for not helping – find others with no excuses. Too many people coming to the feast – have more volunteers to make Fried Bread.

PARTNERSHIPS

Stores to get discount rates, cooks to prepare the Fried Bread, the School for use of its kitchen, and homes in which to prepare the ingredients.

RESPONSE

Find many people to make the Fried Bread in a shorter time so it will be ready for the feast. Plan ahead. Look for space in which to prepare the Fried Bread and hold the feast. Make sure all the ingredients are available.

ASSESSMENT

Measure effectiveness? Was all the Fried Bread eaten? Was it tasty? Did they enjoy it? How much did it cost?

Evaluate after implementing? After the feast was over.

Document? Look back on how much we used and made and how much money was spent. Send thank you notes. Keep journals. Make a videotape.

WAINWRIGHT COMMUNITY TEAM – WALRUS

CLIENTS

School, community members and others wanting to eat, hunters, people who will be cooking, and Elders.

ANALYSIS

Describe problem: Walrus is seasonal, so where do we get it? Do we need to buy it? We need to find walrus meat and women to cook it.

Tried in past? Trying to gather enough meat to feed everyone. We have tried asking people who caught walruses (non-headhunters) if they had any meat to spare but they didn't. Going through town asking people for some spare meat also didn't work. What worked was that we talked headhunters into giving us all their meat.

Possible underlying causes? Hunters who are just headhunting or just getting enough for their own households.

Specific goals? Get enough meat and flippers prepared to feed everyone and have enough preparers.

Questions? Who do we ask for walrus meat? Who can we ask to get some meat and flippers from? Who wants to cook and prepare the food? Where can we have the feast? What month of the year is the best time to have the feast? What if hunters are stingy?

Barriers (ways to overcome)? Hunters being stingy – knock some Inupiaq sense into their heads. No one to cook – advertise to the public for volunteer cooks. Community building is too small – ask the school for use of its building (the NSBSD to use the gym).

PARTNERSHIPS

Hunters, cooks, the building owner (or school manager), and Elders.

RESPONSE

Ask people via CB for some or more meat. Make a list of people who volunteer to cook and prepare the meat. Ask building owners about use of their buildings (if good-sized). Ask elders when would be the best time for a walrus feast and pick the perfect time of the year. Have the Elders as the stingy hunters for walrus meat and flippers.

ASSESSMENT

Measure effectiveness? If everyone went home full and happy.

Evaluate after implementing? At the end of the feast.

Document? Video camera.

YAKUTAT COMMUNITY TEAM – SALMON

CLIENTS

ANTARC participants and staff, Sitka Sound Foods, subsistence fishermen, salmon, ANB/ANS Members for use of their hall, the community, volunteers for cooking/baking, Yakutat Tlingit Tribe for donations, and Yakutat Community Council for donations (unspiked pop).

ANALYSIS

Describe problem: Obtaining fresh salmon for the feast.

Tried in past? Getting enough frozen salmon. Just asking for it has not worked but paying for it has.

Possible underlying causes? Nobody was fishing at the time of the feast.

Specific goals? We want to get enough salmon in time to feed everybody at the feast.

Questions? How many people will be attending the feast so we know how much salmon we will need? Who can we ask for fresh or frozen salmon? Who will pay for the salmon if we have to buy it? Will the hall be available?

Barriers (ways to overcome)? We cannot obtain enough frozen salmon – finding/commissioning someone to go fishing for salmon. When a function like this is being planned, we usually don't wonder where we will get funding.

PARTNERSHIPS

Seafood processing plants, canneries, people's freezers, local fishermen, cooks.

RESPONSE

Call Plant Manager Steve Henry for fresh or frozen salmon. Announce the need for donations of fresh/frozen salmon. Send out a subsistence fisherman. Call Julie.

ASSESSMENT

Measure effectiveness? By the fact that we obtained enough salmon so that all guests get a taste and it was enjoyed by all!

Evaluate after implementing? Immediately.

Document? Keep a journal and using a video camera. Send thank you notes and keeping records of all who donated and participated in planning the feast.

Everyone who came enjoyed the feast and the time spent together.

Opening Prayer led by Elder Peter Elachik, Sr.

ELEMENTS OF PROJECT / PROGRAM DEVELOPMENT

Karen B. Coady and Julie Roberts

Before talking about program development, Karen reviewed the contents of the notebooks received by everyone. Under the “Articles and Handouts” section are compilations of several documents, including books, written about project management. These can be used as a reference for the future by the Teams as they begin to become more involved in designing and implementing responses to their identified problems. She also highlighted the “Bureau of Justice Assistance Open Solicitation Announcement” under the “Resources” section in the notebook. A copy of this has been sent to each of the four Tribal Administrators with a due date of 13 December in Washington, D.C.. Through this unique Discretionary Grant Program, BJA is encouraging state, local, and tribal governments to identify emerging chronic criminal justice issues within their communities and to provide innovative strategies for addressing them. Concept papers are being solicited under nine broadly defined categories: alcohol and crime; crime prevention among the elderly; improving access to services in rural and tribal settings; mental health; police partnerships; local criminal justice planning; improvement of front-end decision-making, strategies to strengthen the adjudication process; and innovation in offender supervision and re-entry. Karen referred specifically to pages 11 and 12 which listed the submission requirements. Each criterion on which the submissions will be scored can be matched to one of the CAPRA Model steps:

What is the problem?	C, A
What are you proposing to do and how do you intend to do it?	R
What other agencies/resources will work with you?	P
How will you know if your concept works?	A
What are the costs and cost benefits of implementing the strategy?	R, A

This is a relatively easy submission compared with most grants, especially those to the State Department of Health and Social Services which can be several inches thick.

In response to questions about funding availability for this solicitation, Heber emphasized that the competition is usually intense. Last year there were approximately 3,000 papers submitted. Some were dropped because they didn’t arrive before the deadline or for some other technicality. The over 2,500 remaining were rank ordered by peer reviewers in each of the nine categories then passed onto Bureau of Justice Assistance staff. These are reviewed for incorporation of new and innovative approaches in each of the categories. The top 20 are rank ordered again then sent to Nancy Gist, Bureau Chief, who made the final selection. Last year, out of the 3,000 applications received, only 15 grants were awarded. Some of those had applied in previous years but were not selected. Heber recommended developing a program as though funding would not be received.

Karen then spoke about her “other hat” – the one under which she’s had the opportunity to be on the ground floor of several different and varied programs over the last several decades. Her role models were her parents who, in seeking to make a better life for their severely handicapped oldest child, teamed with other parents facing the same issues long before Medicaid or any other programs offered financial relief. The result of that dedication was complete year-round program of care for such children regardless of ability to pay. Those parents formed a group and raised money through Bingo games, raffles, and special

events beginning in the mid-1940's. That group continues to support efforts to improve the lives of profoundly handicapped individuals in the Chicago area.

Two nights ago, Karen called the Fairbanks Crisis Line to wish it a happy birthday. Started 29 years ago with nothing but volunteers and donations, it has served the area at least 12 hours per day since. There came a point where application for funds was necessary, but the Board of Directors held off as long as possible, knowing that funds would change the character of the organization.

Referring to a handout developed from many different documents, Karen talked about how differences in what people do best or prefer to do impacts job satisfaction and productivity. She and Julie like to start programs so would not do well in jobs that involve a great deal of routine; both are comfortable with chaos from which they like to develop structure. Other people may prefer jobs that involve in-place structure and predictability. When working in Community Teams, recognizing the preferences, skills, and experience of individual members is important to overall group satisfaction and accomplishments. Further, each community is different, and each issue within a community may need to be approached in a slightly different way. Some problem areas, such as domestic violence, are laden with intense emotions and require a respect for privacy along with increased sensitivity for the feelings of others. In contrast, setting up a monthly recreational program may have more practical and logistical aspects to be considered.

Karen then briefly reviewed the contents of the handout with the title page of "a short course in human relations". When working to develop programs regardless of size, the most important action is to listen. Julie closed her presentation last March by saying how important it was to really listen, and that's especially true when introducing something new for people to consider. Other important qualities are flexibility (nothing ever goes as planned so plan for the unexpected), values (common beliefs cement a group and make teamwork much smoother), bridging (seek cooperation by being cooperative with and respectful of others), focusing (develop a simple statement of purpose as a common reference point), and being persistent (as Julie has said, "Never give up.").

When developing a program, make sure that applicable laws and regulations are adequately researched. For example, the Mountain View Health Clinic was begun by a grassroots community non-profit organization in collaboration with several other less formal groups. Although this impoverished section of Anchorage had been citing a clinic as one of its greatest needs for over a decade, nothing had been done. Finally, a grant from Providence Hospital was awarded to provide primary health care there, but no one checked to see what the Medicaid eligibility requirements were for medical facilities nor how long it might take to obtain a building permit for minimal renovation in Anchorage. Grants were written that included service delivery dates and revenue projections without having accurate information about either of those areas. That resulted in major cliff-hangers in both instances.

Karen also encouraged collaboration with other groups, just as CAPRA emphasizes. Often a group wants to rush immediately into forming a new non-profit rather than considering being a part of another organization and sharing resources. Boards of Directors are composed of special people that have a challenging responsibility, often without being aware of that.

Julie underscored the importance of keeping a board of directors or tribal council informed and of making sure that they understand they are ultimately responsible for what happens. This includes discussing sometimes difficult issues. Often, program development starts with thinking about ways as a group to solve a problem experienced by one family or member of that group. As an example, she talked about her teenage nephew who moved from Tanana to Fairbanks with his mother. An honors student and kind-hearted boy, he graduated from high school and, at age 19, decided he wanted to live on his own in Ruby. He returned to Fairbanks to get a snowmachine. While there, he attended the wedding reception of a friend. The next thing Julie heard was that he had been picked up along with three others for beating an-

other boy who later died. None of the four admitted to being a part of the beating but, due to the system of justice here, her nephew was found guilty, one of the most horrible incidents to befall her family.

The Tanana Tribal Council was disgusted with what had happened to a member of the community, and they decided to form a Justice Fund to help other Natives with legal assistance when they have been caught in the system as her nephew was. Approved by the Council, this program was then presented to a national caucus and adopted. Fund-raising has begun by writing letters asking for donations; eventually, any Native will be able to apply for assistance through this program. “We start with an idea because it’s in our heart.” Small projects like a camp to preserve culture are fun and rewarding for adults and kids alike.

Julie worked for her corporation for 10 years, then moved over to the Tribal government which is more service-oriented. As Executive Director of the Tanana Tribal Council, she has had to establish and maintain a good rapport with others, especially her Council. In doing so, she has had to overcome being hurt by what appears to be criticism by being patient and listening. Things take time to develop.

In her area, employment is really a problem. Many years ago, her people knew how to live off the land and did not consider it a struggle. When Alaska was “discovered”, that lifestyle changed: children were sent to school and away from their families and villages; her people’s cultural/spiritual beliefs were challenged; and substances were introduced. Now, 100 years later, they are struggling to survive in a unique way. “Even though we don’t know everything our grandparents knew,” she said, “we still want to know as much as we can.” Julie’s 100-year-old grandfather had learned to speak English, ignoring his Native language. Just he died, he spoke Indian to her mother, telling her how things were a long time ago, returning to his culture and Native ways before he passed.

“We need to remember we are unique, and that each of us is important in our community,” Julie affirmed. she then gave some tips:

- ❖ Remember that people are raised differently and some do not want to be involved in any community efforts. Some may have something to hide or don’t recognize their own value.
- ❖ Rely on Elders for advice; they have lived a long time and know more than we do. Include them in meetings – pick them up if necessary.
- ❖ Always look at and focus on the needs of the community.
- ❖ Look for donations as a way of raising money (i.e., airlines for a ticket raffle). All these little things add up when trying to start a project or program and build a strong base of support.
- ❖ Maintain order during a meeting with a chairperson or moderator, and stay focused.
- ❖ Delegate different responsibilities to different people (some people can write letters, others can prepare publicity, and still others like to raise money).
- ❖ When projects seem overwhelming, get away to think about what you are trying to accomplish – and why.
- ❖ Say “we” and more people will be willing to help (when “I” is used, jealousy can develop); be a team player by including people and giving them as much information as possible.
- ❖ When someone does something, let that person know he/she is doing a good job – a little praise is greatly appreciated.
- ❖ Ask people for their ideas and input and discuss those with them to learn more about what they want.
- ❖ Thank you’s are very important.

Although there are many grants available, they have to fit what you want to do and the needs of the community. Some projects are short-term and others take a much longer time to bear fruit. For example, the housing project in Tanana was in the development stage for a long time but is now off the ground, and six

new homes have been started. The one completed this summer has been occupied by a single mother. This project was developed because the Council recognized that people would come back to Tanana if there were more housing available. Julie is now turning her attention to the development of jobs and technology. "It's lots of work but you feel good about it."

PRESENTATION OF CAPRA MODEL TO TRIBAL COUNCILS / VILLAGES

After the break, Community Teams applied the CAPRA Model to making presentations to their Village/Tribal Councils, if they have not already done so, and to the Year 2 Tribal Councils.

GULKANA – PRESENTATION OF CAPRA TO TRIBAL COUNCIL / VILLAGE

CLIENTS

Direct: Villagers and families in/out of residence, Tribal Council Members (ours and new village's). **Indirect:** Mike Stone, family, tutors.

ANALYSIS

Describe problem: We have scheduled an important dinner meeting to which we need attendance by all Villagers; communication is of utmost importance in getting everyone there; at that meeting, the Y2K/Emergency Plan and CAPRA Model will need to be shared in a relevant manner to all in attendance.

Tried in Past? Worked: Food, transportation services, good sound system, catchy flyer, one-on-one contact about the meeting, door prizes, good speakers, events for children in another area. **Didn't Work:** No food, last minute event, timing (conflicts with other community events), speaker's voice too low.

Possible underlying causes? Not enough unity as a village, people forgetting to bring food, lack of communication, lack of interest, low attendance to Village events (timing), lack of understanding of importance of meetings.

Specific goals? 100% of the Village turns out for Hobo Stew Night (15 November at 5:00 p.m.), CAPRA Model and Y2K/Emergency Plan shared, people know that they are needed and it takes everyone to solve these problems, good stew and dinner, people participate in discussions; we want something for the children, too (for them to understand Y2K and how they can help).

Questions? Are there other events going on? If so, how can we insure that Villagers come to our meeting (work with them)?

Barriers (ways to overcome): Poor sound system (purchase a good sound system with ICWA funds); CAPRA Model and Y2K/Emergency Plan presenters not prepared (ANTARC 4 are ready so call to insure that the Y2K people are as well); no child care (ask tutors to come and work with children in a different building on a Y2K plan for them); tutors can't come (ask Cathy Stone and church if there is someone or a group that could come and watch children in the Teen Center during the meeting); untimely emergencies (if major, reschedule; if minor, someone from the ANTARC 4 to follow up with that person or family); not enough food for Stew/dinner (have extra food set aside in freezer, enlist people for extras such as bread and jello, etc., ICWA worker have a good soup base as well as drinks and dessert made), and poor/bad weather (have transportation for those that walk and make an extra effort to pick everyone up).

PARTNERSHIPS

Village people, church(es), stores, CRNA, Village Councils, Ahtna, tutors, Y2K Group, Housing Authority, School, Crossroads, library, gas company (Fisher Service), utilities (CVEA, CVTA), radio station, Bible College, Search and Rescue (Roy), ANTARC 4/ANTARC staff.

RESPONSE

ANTARC 4 make sure neighbors are informed of dinner and their much-needed attendance, give rides to those that need them, make one-on-one contact, and handout flyers; get at least two flyers out to remind everyone of the dinner; get volunteers to obtain door prizes; call tutors for child care; use loud sound system to use for a public address system at the meeting; keep in contact with the Y2K/Emergency Information Group, see if they are prepared to make a presentation, and work out the plan for the meeting with them; ANTARC 4 meet to prepare for the presentation on CAPRA Model; have ICWA Activities Coordinator set up and prepare the soup base and drinks; invite representatives from all our Partners.

ASSESSMENT

Measure effectiveness? Percent of village that turns out; if we had good child care and happy kids; the number of people getting involved in the Y2K/Emergency Plan; the number of people interested in and involved in using the CAPRA Model; the number of door prizes received, and people fed and satisfied.

Evaluate after implementing? Immediately and ongoing.

Document? Good notes taken during meeting, ANTARC reports, possible video/pictures taken, additions to Village Scrap Book.

KOTLIK – PRESENTATION OF CAPRA TO TRIBAL COUNCIL / VILLAGE

CLIENTS

Tribal Council Members, community.

ANALYSIS

Describe problem: Explaining ANTARC and the CAPRA Model to the Tribal Council; making time for ANTARC Team on Tribal Council agenda; making time for Community Team meetings; not enough notice or it comes too late; scheduling conflict, no communication, not being committed, no posted agenda.

Tried in past? Door prizes didn't work. Made telephone calls and VHF announcements.

Possible underlying causes? Lack of interest, no agenda posted, last minute calls, too many commitments, timing is not right for the Council, meetings are too long.

Specific goals? There will be a Team spirit (we are winning); have everyone in the meetings on time with a good turnout and involvement and an effective agenda.

Questions? How do we get Council members and community involved? What do we need to accomplish? Where is a good place to meet? When is everyone available to meet? How can we make the meeting/presentation interesting? Why are some people not involved?

Barriers (ways to overcome): Lack of interest (encourage them); job conflict (work around schedules).

PARTNERSHIPS

ANTARC staff, Suicide Prevention, Tribal Administrator.

RESPONSE

Hold luncheon meetings of the Team; combine our meetings with Suicide Prevention, and remind everyone ahead of time. Hold a workshop on CAPRA for the Tribal Council.

ASSESSMENT

Measure effectiveness? Attendance and involvement of Tribal Council at meetings and workshop.

Evaluate after implementing? Immediately after each meeting with Tribal Council.

Document? Log, minutes, tape record meetings.

WAINWRIGHT – PRESENTATION OF CAPRA TO TRIBAL COUNCIL / VILLAGE

CLIENTS

Wainwright Traditional Council, City of Wainwright, Olgoonik Corporation, North Slope Borough, School District, Wainwright Cooperative Association. community.

ANALYSIS

Describe problem: Introducing the CAPRA Model to all organizations and agencies in Wainwright.

Tried in past? Jumping into the CAPRA Model without going step-by-step did not work. We haven't done anything that worked yet. We're hoping that it will work when we get home since we now know the procedures.

Possible underlying causes? Not showing up.

Specific goals? Introduce the CAPRA Model to everyone and get the community involved.

Questions? When do all organizations have their meetings so we can get on their agendas? Are we all going to be there? How much are we going to take of their time? Will the community take us seriously?

Barriers (ways to overcome): Excuses in not going to meetings (penalize our stipends \$20 for each meeting we miss and put that money toward the Teen Center); dealing with difficult members (do a problem with another organization as an example to show the difficult members); weather (alternate dates).

PARTNERSHIPS

Wainwright Traditional Council, ANTARC.

RESPONSE

To get on each organization's agenda (not all in one night); get an organization to use for an example with CAPRA; get our community involved by having a meeting with door prizes; show yellow slip of deposit of \$20 if one of our Representatives misses a meeting.

ASSESSMENT

Measure effectiveness? If we follow through with our plans and do follow-ups we should be successful.

Evaluate after implementing? Next meeting.

Document? Notes.

YAKUTAT – PRESENTATION OF CAPRA TO TRIBAL COUNCIL / VILLAGE

CLIENTS

Yakutat Tlingit Tribal Council, ANTARC, community members, local organizations and businesses.

ANALYSIS

Describe problem: Presenting ANTARC Project and CAPRA Model coherently, consistently, and understandably to Tribal Council and community; finding time in an already busy schedule.

Tried in past? We presented what we learned about CAPRA Model to YTT Council and received a good response but Council members have changed since then.

Possible underlying causes? Seasonal activities (hard to meet in summer), schedule conflicts, Council member changes.

Specific goals? To involve as many people as possible in a meeting to present the CAPRA Model.

Questions? Where will we meet? What materials will we need and how many? Who will we invite to the meeting? Who will make which part of the presentation? How is the best way to present the information in an interesting way? How will the Tribal Council and community benefit from this presentation?

Barriers (ways to overcome): Time (plan well enough ahead); lack of information on CAPRA Model (use information from workshop last March); lack of equipment such as overhead projector (borrow one from another organization); YTT Council Members (get and keep them informed and be persistent – schedule a luncheon with them on November 29th).

PARTNERSHIPS

ANTARC staff (look for others after this meeting).

RESPONSE

Inform YTT Council as soon as possible; prepare enough visual aids and hand-outs on the CAPRA Model; set scheduled date well enough ahead of time to accommodate schedules of Council members and ANTARC Team; be as organized as possible.

ASSESSMENT

Measure effectiveness? By how well YTT Council seems to understand and accept the CAPRA Model and its goals and objectives.

Evaluate after implementing? Immediately after the luncheon.

Document? Questionnaire.

Responses to an identified problem can be varied and can occur at the same time, in sequence, or a combination of both. While a facility is being made ready, publicity can be developed and distributed, personnel and fiscal policies can be reviewed and approved, special fund-raising events can be planned, resolutions can be drafted for passage by local, regional, or state governments, and staff (paid and unpaid) training can be initiated.

In summary, Julie said that each village is unique and has its own set of problems. However, it's interesting to learn about other cultures. We're so different but yet the same in that we value our communities and our families. We all have deep feelings of caring for people in our communities. "Each of you is as important as an elected leader in your village," she concluded.

PLANS FOR PRESENTATIONS TO YEAR 2 VILLAGES

Julie Roberts and the ANTARC Field Teams

In the afternoon, each Community Team developed a plan for selection of a Year 2 Village utilizing the CAPRA Model. Below is a compiled list of the items presented under “Response” by the Community Teams:

1. Meet with the Tribal Council.
2. Create ANTARC CAPRA flyers and information packets and advertise on the radio.
3. Write letters to or call potential Year 2 villages introducing ANTARC and the CAPRA Model and asking for an invitation to the next village and/or Tribal Council meeting.
4. Request time on the agenda of the Year 2 village’s Tribal Council meeting.
5. Phone key people in the next village (“spark plugs”) to let them know about the Project.
6. Schedule the workshop so people can attend (evenings, weekends, a time when no other meetings or events conflict), and set dates as well as alternate dates during which to hold it.
7. Be sure to have adequate sound equipment.
8. Check on lodging, meeting room space, and food availability in the next village.
9. make sure there are enough supplies - charts, markers, copies of the CAPRA worksheets, visual aids.
10. Check on the possibility of a bilingual video.

GULKANA – SELECTION OF YEAR 2 VILLAGE

CLIENTS
Direct: ANTARC 4, ANTARC staff, possible villages (Gakona, Chistochina, Tazlina, Copper Center).
Indirect: All 8 local villages (the ones above plus Cantwell, Mentasta, Chitna), CRNA.

ANALYSIS
Describe problem: We also need to select one village to work with (training and guidance of Village Representatives).
Tried in past? Writing letters, radio, flyers, having space on the agenda, individual contact with key people.
Possible underlying causes? Distance from new villages; jobs/family responsibilities of ANTARC 4 in addition to obligations as Year 1 VRs.
Specific goals? An interested and committed village responding to the opportunity to be linked with ANTARC and to use the CAPRA Model.
Questions? What are the possible villages to select and train? With which one does our Village Council want to work? Where does the selected village want to meet and receive training (its hall or ours)? Why should another village become involved?
Barriers (ways to overcome): Job and family responsibility conflicts (work around these by creating and referring to an ANTARC Calendar); transportation (use the Council van and car pool).

PARTNERSHIPS
 ANTARC 4/ANTARC staff.

RESPONSE
 Invite representatives from all our Partners; write letters to various villages inviting participation in ANTARC; meet with the Village Council regarding selection of the Year 2 community; provide information packets on CAPRA/ANTARC to villages.

ASSESSMENT
Measure effectiveness? Selection of one village and cooperation of both Councils as well as date to begin training.
Evaluate after implementing? Immediately and ongoing.
Document? Good notes taken during the meetings, records for ANTARC, possible video/pictures taken.

KOTLIK – SELECTION OF YEAR 2 VILLAGE

CLIENTS

Stebbins Traditional Council, Council Members, Chairman, community.

ANALYSIS

Describe problem: Explaining ANTARC and the CAPRA Model, describing how they will help Stebbins with problem solving, getting their approval, setting a time for meeting, scheduling conflict.

Tried in past? This is a new idea that hasn't been tried before.

Possible underlying causes? Distance between villages; introduction of new idea; different region; different governments (IRA and Traditional Council).

Specific goals? Acceptance of the Kotlik Community Team; clear explanation of ANTARC and CAPRA; become Partners with Stebbins; Stebbins Village Representatives will learn to use CAPRA.

Questions? Who do we contact (and who will be on that Team)? Where will we stay and meet? When will we hold the training? Why is the ANTARC Project important (we have the same problems)? How will we arrange for the Year 2 presentations (letter of introduction, workshop, make our own video, explain in English and Yupik)? How can we make the presentations interesting? Will they be comfortable with the agenda? Was it planned correctly? Did it work for us (how and why)? Will the ANTARC staff wait for us in the event of postponement due to weather? Is it a day event or longer?

Barriers (ways to overcome): Weather (reschedule if needed, and pray); what if dates don't work (make other plans); misunderstanding (explain via phone, letter, video); air transportation (find routes); lack of interest (encourage them); different government (explain that the Project is aimed at community improvement for everyone); quorum and acceptance (get to know Year 2 Village Representatives); accommodations (find a place for Michael and Lisa); job conflict (work around schedules).

PARTNERSHIPS

ANTARC staff, Stebbins IRA, Stebbins community (keep in touch with Gulkana, Wainwright, and Yakutat).

RESPONSE

Know the key players ("spark plugs") in Stebbins; be committed; show the ANTARC video; send flyers to all P.O. boxes; be as organized as possible; luncheon meetings, combine our meetings with Suicide Prevention, and remind everyone ahead of time.

ASSESSMENT

Measure effectiveness? Did we receive a response? Fill out evaluation form? Take suggestions.

Evaluate after implementing? Immediately, with a question-and-answer period. Ask for their implementation, how many used CAPRA.

Document? Log, minutes, tape record meetings.

Peter further detailed a letter of introduction to be sent to the Tribal Council of the Year 2 Village. He recommended that it contain:

- an explanation of what the ANTARC Project and the CAPRA Model are, where they came from, and why each is useful; who the members of the Community Team are; what the Team can do and how it can work together with local Partners and with the Year 2 Village Representatives to resolve community problems and issues; and
- a question about the degree of interest in the Project by the Year 2 Village and, if so, a request that the Tribal Council send a letter to the Kotlik Tribal Council inviting the Team for a visit to explain in person the Project and the Model.

Needed will be an overhead, large paper charts, copies of information on the CAPRA Model, pens and paper, housing and food availability, meeting room space, preferred and alternate dates on which to hold the workshop, and times each day in which the workshop will be held.

Peter also recommended that the Community Team conduct a "dry run" before heading out to the Year 2 Village.

WAINWRIGHT – SELECTION OF YEAR 2 VILLAGE

CLIENTS

Wainwright Traditional Council, Tribal Council of next village, ANTARC Team, Village Elders.

ANALYSIS

Describe problem: Will the next village accept us and take us seriously? If they do, will we have a building and equipment we can use?

Will there be enough material? Enough people to attend? What if the weather is bad?

Tried in past? Since this will be our first time doing this, we haven't done anything in the past. We don't know what the problems are going to be (these are just guesses).

Possible underlying causes? Not enough information.

Specific goals? Get people to be interested and involved. Being very committed to the ANTARC Project. To have good translation (good translator) for the Elders. Getting enough people to learn the Model and pass it on.

Questions? Will we have a facility to use for meeting and storage in the next village? Will the next village respond to us in the next month? Will the timing be right (seasonal)? Will the Tribal Council be committed? Will the ANTARC staff be willing to wait for us if we are weathered in? Cancel? Postpone? How long are we going to be in the next village?

Barriers (ways to overcome): Agenda (call ahead of time to get on the agenda, send enough flyers one month and then one week before the visit). Quorum (let ANTARC staff decide; just do it). Weather (reschedule and find out their next meeting date). Timing (find out everyone's schedules ahead of time).

PARTNERSHIPS

Wainwright Traditional Council, community, next village's Tribal Council, ANTARC.

RESPONSE

Get all information out about the CAPRA Model. Have door prizes at their meeting. Send flyers to all the boxholders of the North Slope.

Get ourselves organized and committed.

ASSESSMENT

Measure effectiveness? If we get organized, are committed, think positive, and go with the flow, we'll be okay.

Evaluate after implementing? After we train the next village.

Document? Video camera, recording, taking minutes.

YAKUTAT – SELECTION OF YEAR 2 VILLAGE

CLIENTS

Yakutat Tlingit Tribal Council, UAA ANTARC, Community ANTARC, new village Tribal Council.

ANALYSIS

Describe problem: Presenting ANTARC Project and CAPRA Model coherently, consistently, and understandably to another community.

Tried in past? Have not tried this before.

Possible underlying causes? Not applicable.

Specific goals? To understand the CAPRA Model and utilize it to solve any particular problems the Year 2 village might have.

Questions? Will we get time/appointment that is workable for all parties? Will we be able to keep it? Will we be able to implement the CAPRA Model understandably and consistently? Will the Year 2 village be able to absorb all parts of CAPRA? Will one visit be enough? Will we always be available for follow-up questions? Will they be able to work 1st three steps of CAPRA (CAP) at least?

Barriers (ways to overcome): Schedule (plan well enough ahead); weather (pray); acceptance (get to know players involved, i.e., Council and Representatives); Yakutat Tlingit Tribe Council Members (get and keep them informed and be persistent – schedule a luncheon with them on November 29th).

PARTNERSHIPS

ANTARC staff.

RESPONSE

Plan dates for training with new Village Council as soon as possible; prepare enough visual aids and hand-outs on the CAPRA Model; set scheduled date well enough ahead of time to accommodate the new community; be as organized as possible.

ASSESSMENT

Measure effectiveness? By how well Year 2 Village Representatives understand the CAPRA Model and its goals and objectives.

Evaluate after implementing? By having a question-and-answer period following the presentation of information.

Document? Digital video camera.

Opening Prayer led by Elder Nellie Lord

TALKING CIRCLE AND WRAP-UP

With everyone seated in a large circle, Julie began this final session by saying how much she has appreciated being a part of both Workshops – this one and the one last March. She stated that although she knew a big job lay ahead for everyone, she has seen their confidence grow, especially during this past week, and she knew they could do it. She emphasized how grateful she was that she was still learning, and still applying what she has learned to help her community and her people. She wished everyone success and encouraged them to say a few words about the Workshop and whatever else they wished.

When everyone had had an opportunity to speak, Julie concluded by saying that although her Tribal Council Offices do not yet have e-mail, her number is in the Workshop notebooks and she is available to offer suggestions and moral support. Lisa then distributed a compilation of the ideas from the day before that each Community Team had about making presentations to the Year 2 Villages.

Sally then presented Julie with a gift from the hearts of everyone in the Workshop. Along with that, she gave her a special golden candle then passed silver ones to the others in the room. “Together we can bring light to our communities and our people just as you have to us,” Sally said.

When she came to the Workshop last March, Julie said she was scared. Over the course of that Workshop and this, she has been amazed that the lives of each of the communities was so different, their journeys diverse, yet all had so much in common, so much to share with one another. She thanked everyone, saying that she has drawn strength from knowing how much they want to make a difference. “You really care about our people, care for each other. I’m not used to getting things like this,” she said of the tribute and her small gift. “We’ve taken such different paths, but this is the beginning for us, not the ending. We’re all one big family. We’re all unique.”

She then talked about how the people in her Village welcome and share their lives with everyone who comes there. “I know you’re really going to make a difference in your communities because your hearts are there,” she affirmed, encouraging everyone to be persistent and not give up.

Sally then mentioned the passing of her uncle last Sunday night, and thanked Julie as well as everyone else for helping her through those first difficult days which to her was like being in the dark. She then lit Julie’s gold candle as she thanked her for being such a genuine, loving, and true light of encouragement and support. In turn, Julie lit the candle of the person next to her, he lit the next person’s, and so on, until all had shared in the light, singing “How Great Thou Art” in several different languages. The session closed with a prayer and the intonation to be a “guiding light in your Village”.