

**CHAMIZA  
FOUNDATION**

WORKING IN PARTNERSHIP  
1989-2019

**THIRTY-YEAR REPORT & IMPACT SUMMARY**

## OFFICERS

Marjorie Phillips Elliott (March 1999), Chair  
Alice Phillips Swistel (March 2007), Vice-Chair  
Diane Reyna (March 1998), President  
Beverly R. Singer (November 2005), Vice-President  
Hayes Lewis (March 2005), Treasurer  
Brian Vallo (May 2007), Secretary

## DIRECTORS

Ted Jojola (August 2002)  
Vernon Lujan (March 2012)  
Trisha Moquino (January 2015)  
James L. Phillips (December 1990)  
Ben Calabaza (January 2021)

## FOUNDING BOARD DIRECTOR

Alfonso Ortiz, 4/30/39–1/28/1997  
Gifford Phillips, 6/30/18–4/17/2013  
Joann Kocher Phillips, 8/3/28–10/26/2018

## LIFETIME DIRECTORS

Agnes M. Dill  
Edward T. Hall  
Joe S. Sando

## EXECUTIVE DIRECTORS

Sandra Edelman, 1989–2006  
Donna Vogel, 2006–2018  
Dr. Amanda J. Montoya, 2018–Present

## LEGAL COUNSEL

Kurt A. Sommer

### *Disclaimer:*

*This 30-year report was scheduled to come out in 2020 but due to the COVID-19 Pandemic it was delayed.*

## CHAMIZA FOUNDATION OFFICERS AND DIRECTORS



### **MARJORIE PHILLIPS ELLIOTT, CHAIR**

Marjorie Phillips Elliott has served on the board since 1999 and as chair since 2010. She also serves on the Members Board of the Phillips Collection in Washington DC. Among other non-profit experiences, while also pursuing her career in film and photography, Marjorie served as the chair of the Tarrytown Environmental Council from 1993 to 2003.



### **ALICE PHILLIPS SWISTEL, VICE-CHAIR**

Alice Phillips Swistel has served on the board since 2007. She is a current board member of the Phillips Collection in Washington D.C. and has served since 2002. She received a B.F.A. from Tufts University and the School of Museum Fine Arts in Boston.



### **DIANE REYNA, PRESIDENT**

Diane Reyna was raised at her father's village of Taos Pueblo in Northern New Mexico; her mother was from the Pueblo of Ohkay Owingeh. She is an experienced facilitator, college instructor, and trainer. She retired from the Institute of American Indian Arts in 2015, where she provided comprehensive support and services to first year students. Prior to working at the Institute, she spent 20 years as a videographer, producer, and director in the field of video news and documentary production. She directed the PBS documentary, "Surviving Columbus", which was awarded the George Foster Peabody in 1993. She has spent most of her adult life in engaged in the arts and in education.



### **BEVERLY R. SINGER, VICE PRESIDENT**

Dr. Beverly Singer (Santa Clara Pueblo) is a retired Associate Professor Emeritus of Anthropology and Native American Studies at the University of New Mexico. She served as the first Director of Alfonso Ortiz Center for Intercultural Studies at UNM. She also served as Director of the Institute for American Indian Research (IFAIR), established by UNM Native American faculty to promote graduate student research scholarships. She is a documentary filmmaker and has produced films with Indigenous peoples inter/nationally for over 30 years. Among her productions are: "Who We Are" (2004) for the National Museum of the American Indian, an independent documentary "Hózhó of Native Women"(1996) premiered at the Sundance Film Festival, "Native Youth New Mexico" (2018) for the Museum

of Indian Arts and Culture, and “Pueblo Women: Journeys and Pathways- Contemporary Pueblo Women in Service, Leadership and the Arts” (2021), a collaboration with the Indian Pueblo Cultural Center Library and Archives. She resides at Santa Clara Pueblo where she remains active in filmmaking and Indigenous education consulting.



**HAYES LEWIS, TREASURER**

Hayes Lewis is a Zuni Pueblo tribal member. He is the founding Director of the Center for Lifelong Education at the Institute of American Indian Arts and recently established the A:shiwí College and Career Readiness Center at Zuni Pueblo. Hayes has a strong history of educational and community development.



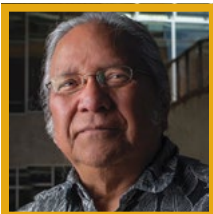
**GOVERNOR BRIAN D. VALLO, SECRETARY**

With over 30 years of working with tribal communities on issues of historic preservation, tourism, NAGPRA and museum development, Acoma Pueblo Governor Brian Vallo is currently serving his third term in tribal leadership. He was previously Director of the Indian Arts Research Center (IARC) at the School for Advanced Research (SAR) in Santa Fe, NM where he led the collaborative curation of the collections and co-facilitated the development and web publication of the Guidelines for Collaboration. Governor Vallo was Founding Director of Acoma’s Haakú Museum and was Director of Historic Preservation at Acoma. He is currently consultant to the Metropolitan Museum of Art, the Field Museum and DeYoung Museum. Governor Vallo attended New Mexico State University where he studied Business Administration and Marketing, and later studied Anthropology at the University of New Mexico.



**JAMES PHILLIPS, DIRECTOR**

Jim Phillips has served on the Chamiza Board since 1990 and served as Chair of the Board from 2000 to 2010. He is an investment advisor and is president of JP Capital Management. Jim serves as investment chair for the Chamiza Foundation and for Site Santa Fe where he sits on the board of directors.



**TED JOJOLA, DIRECTOR**

Theodore (Ted) Jojola is a tribal member of Isleta Pueblo. He holds a Ph.D in Political Science from the University of Hawaii/EWC, a Masters in City Planning from MIT, and a BFA in architecture from the University of New Mexico. He is a Distinguished Professor and Regents’ Professor in the School of Architecture and Planning and is founder and Director of the Indigenous Design and Planning Institute, University of New Mexico.



### **VERNON LUJAN, DIRECTOR**

Vernon G. Lujan is an enrolled member of Taos Pueblo and speaks Tiwa fluently. Vernon is an articulate voice for current and historical Pueblo viewpoints. Vernon received his Master of Public Administration from the University of New Mexico. He is currently Taos Pueblo Deputy Tribal Programs Administrator overseeing seven significant divisions and numerous departments comprising tribal court, education, health, infrastructure, land and natural resources, public safety, and transportation planning. He directed the Pueblo of Pojoaque's Harvard University's Honoring Nations award-winning Poeh Cultural Center and Museum for eighteen years, with his most recent appointment in 2008 as Tribal Historic Preservation Officer. He has extensive cultural resource management experience and formerly worked for numerous tribal, state and national museums. He serves on many local and state cultural, educational, and philanthropic boards. He has taught for the Falmouth Institute of Fairfax, Virginia, and the University of New Mexico. Most importantly, he is a proud husband of Carmen Reyna, father of Audrey and Julian, and grandfather of Jacob Jeremy Flores.



### **TRISHA MOQUINO, DIRECTOR**

Trisha Moquino—a wife, mama, auntie, daughter, tribal member is from Cochiti, Ohkay Owingeh and Santo Domingo Pueblos. She graduated with a B.A. in American Studies from Stanford University, holds an M.A. in Elementary/Bilingual Education from the University of New Mexico, and she is trained in the Montessori Method for primary level (ages 3–6) and lower elementary level (ages 6–9). Currently, she serves as the Founding Education Director and the Keres speaking Elementary Guide at the Keres Children's Learning Center in Cochiti Pueblo, a learning environment that incorporates the natural usage of the Keres language and Pueblo culture into an educational model that nurtures the whole child.



### **BEN CALABAZA, DIRECTOR**

Ben Calabaza (Kewa) has 15 years of marketing and design experience. He is a managing partner with Iroots Medica, LLC, a design and marketing group based in Santa Fe, NM. Calabaza has led many local and national branding projects, most recently the Museum of Indian Arts and Culture, the Native American Community Academy, the Tribal Solar Accelerator Fund, and the Pueblo of Jemez Department of Planning Development and Transportation. He worked at the Institute of American Indian Arts for ten years in various roles: outreach coordinator, adjunct instructor (first-year seminar, digital arts, cross country), activities assistant, and advisor to the Associated Student Government. He is a communications advisor to the American Indian Sight Initiative at the global eye care non-profit, the Seva Foundation. Calabaza is currently the Public Relations Manager for the Wheelwright Museum. He has helped the museum gain market position in the Santa Fe area through a comprehensive marketing plan, producing first-place in the 2019 Journal North Readers' Choice Awards. Calabaza recently assisted the museum with receiving a multi-year Google Ad Grant for greater online visibility.

## HISTORY AND PHILOSOPHY

The Chamiza Foundation was formally established in late 1989 with a modest endowment from Gifford and Joann Phillips. The foundation's mission continues to be to provide support for programs that help ensure the continuity and "living" preservation of Pueblo culture and tradition. During its thirty-year history, Chamiza has provided grant support to all twenty Pueblos, the nineteen Pueblos in New Mexico and one in El Paso, Texas, for programs that could be classified as "preservation of traditional life ways." Since 1989 the foundation has made 479 grant awards totaling \$3,046,901.72. Approximately 57.62% of grants have been awarded directly to Pueblo tribes or Pueblo entities, while 42.38% have been awarded to non-tribal organizations conducting programs requested by the Pueblos and serving their purposes.

The spectrum of giving in the early years included support for language programs, traditional arts programs for youth, oral history projects and traditional farming. The very first grant in 1989 was awarded to the Eight Northern Pueblo Indian Council for an awning for the Annual ENIPC Art Fair. Other early grants included support for: the repair of a roof on an adobe house at Taos Pueblo so a Taos Pueblo potter could continue making pottery; and the development of a Tewa dictionary at Ohkay Owingeh.

Today the Chamiza Foundation giving priorities include:

- Language preservation and revitalization programs.
- Traditional architecture and building.
- Sustainable agriculture: traditional food ways and cooking practices; understanding of plants and their medicinal uses.
- Traditional arts and crafts instruction: intergenerational programs.
- Tribal and ancestral history; oral histories and storytelling.
- Youth education and leadership: traditions and elements of ceremonial life; ecology and environmental stewardship; innovative uses of technology. Special consideration is given to programs that include a language component.
- Intercultural Exchange and Education

Over the past 30 years the Chamiza Foundation has provided funding to these Pueblos in these priority areas.

### LANGUAGE PRESERVATION AND REVITALIZATION PROGRAMS

Language programs are of central concern to all the Pueblos. Most notable among the many language initiatives funded by Chamiza are the Keres Children's Learning Center at Cochiti Pueblo, Ohkay Owingeh Tewa Language Program, Pojoaque Pueblo Tewa Language Program, San Ildefonso Pueblo Tewa Revitalization Project, and the Tesuque Pueblo Tewa Language Program. Also supported important programs at Acoma Pueblo, Isleta Pueblo, Laguna Pueblo, Nambe Pueblo, Picuris Pueblo, Sandia Pueblo, San Felipe Pueblo, Santa Ana Pueblo, Santa Clara Pueblo, Santo Domingo Pueblo, Taos Pueblo, Zia Pueblo, and Zuni Pueblo.

## TRADITIONAL ARCHITECTURE AND BUILDING

Traditional Pueblo architecture has developed with a strong relationship to place. Pueblo architecture discloses a deep connection to the surrounding landscape and is a distinctive trait of Pueblo culture. The Chamiza Foundation recognizes the importance of traditional structures and their significance to the lifeways of Pueblo people. Most notable among the many Traditional architecture and building initiatives funded by Chamiza are Laguna Village Restoration at Laguna Pueblo and Owe'neh Bupingeh Plaza Restoration Mud Plastering Project at Ohkay Owingeh. Also supported have been important programs at Jemez Pueblo and San Felipe Pueblo.

## SUSTAINABLE AGRICULTURE

The Chamiza Foundation not only supports Pueblo Agricultural practices but also supports traditional food ways and cooking practices and understanding of plants and their medicinal uses. Most notable among the many agricultural initiatives funded by Chamiza are Nambe Pueblo Community Farm and San Felipe Pueblo Agricultural Program. Also supported have been important programs at Picuris Pueblo, San Ildefonso Pueblo, Santa Ana Pueblo, Taos Pueblo, and Zuni Pueblo.

## TRADITIONAL ARTS AND CRAFTS INSTRUCTION (INTERGENERATIONAL PROGRAMS)

Many funded programs have centered on traditional Pueblo arts. These have included pottery, embroidery, silversmithing and jewelry, weaving, basketry, gourd painting, sculpture, and the making of moccasins, drums, and bows and arrows. Typically, instruction is not just in "making," but in the traditional foundation of the processes: intergenerational learning, the meaning of images, the importance of gathering and using materials, and the relationship of the object to its cultural matrix, usually with a strong language component. Most notable among the many arts and crafts initiatives funded by Chamiza are the Oo-Oo-Nah Art and Cultural Center at Taos Pueblo, Ohkay Owingeh Native Arts Gallery, Santa Clara Pueblo Regional Adult Day Care Center & Kha Po Intergenerational Exchange Program, and Haak'u Museum Pottery Making at Acoma Pueblo. Also supported have been important programs at Jemez Pueblo, Nambe Pueblo, Picuris Pueblo, Pojoaque Pueblo, San Felipe Pueblo, Santa Ana Pueblo, Santo Domingo Pueblo, Ysleta del Sur Pueblo, Zia Pueblo and Zuni Pueblo.

## TRIBAL AND ANCESTRAL HISTORY; ORAL HISTORIES AND STORYTELLING

New Mexico Pueblo communities do not have written languages. This means that traditional cultural knowledge of the Pueblos must be passed orally from one generation to the next. Most notable among the many oral histories and storytelling initiatives funded by Chamiza are the Mesita Computer Lab Genealogy & Family Tree Making at Laguna Pueblo, Sandia Pueblo Archival Exhibit and San Felipe Pueblo Oral History Project. Also supported have been important programs at Acoma Pueblo, Pojoaque Pueblo, Santa Ana Pueblo, Santa Clara Pueblo, Zia Pueblo, and Zuni Pueblo.

**YOUTH EDUCATION AND LEADERSHIP: TRADITIONS AND ELEMENTS OF CEREMONIAL LIFE; ECOLOGY AND ENVIRONMENTAL STEWARDSHIP; INNOVATIVE USES OF TECHNOLOGY. SPECIAL CONSIDERATION IS GIVEN TO PROGRAMS THAT INCLUDE A LANGUAGE COMPONENT**

Programs for youth with an emphasis on Pueblo language include programs such as: Zuni Youth Enrichment Program at Zuni Pueblo, Isleta Pueblo Youth Cultural Preservation Program, and the Nambe Pueblo Kiva Restoration and Training Workshops, Picuris Pueblo Eagle Dance Instruction Program, and Connecting Youth with Traditional Knowledge and Ecological Science Program provided by Riversource. Also supported have been important programs at Acoma Pueblo, Cochiti Pueblo, Jemez Pueblo, Laguna Pueblo, Ohkay Owingeh, Sandia Pueblo, San Felipe Pueblo, San Ildefonso Pueblo, Santa Ana Pueblo, Santa Clara Pueblo, Santo Domingo Pueblo, Taos Pueblo, Tesuque Pueblo, and Zia Pueblo.

**INTERCULTURAL EXCHANGE AND EDUCATION**

Youth exchanges are generally designed to foster Pueblo youth in their understanding and respect between other youth in communities outside of Pueblo country. These programs help Pueblo youth to understand the world, develop leadership skills, build lasting friendships across cultures, and cultivate the ability, confidence, and motivation to make a difference in their communities. Most notable among the intercultural initiatives funded by Chamiza is the Yakanal Project.



Flowering Tree Permaculture Institute, Chaco Canyon Run



## FUNDING STATISTICS

Total Amount Funded Over 30 Years  
\$3,046,901.72

GRANTS DIRECTLY TO PUEBLOS		GRANTS TO NON-PUEBLO ORGANIZATIONS	
PRIORITY AREA	AMOUNT	PRIORITY AREA	AMOUNT
Youth Education & Leadership	\$440,511.09	Traditional Arts & Crafts	\$314,054.00
Language	\$411,474.16	Youth Education & Leadership	\$293,343.00
Traditional Arts & Crafts	\$341,670.55	Publications	\$171,650.00
History / Culture	\$211,674.00	Language	\$145,895.00
Publications	\$182,746.00	Intercultural	\$53,779.00
Agriculture / Gardening	\$124,353.62	Agriculture / Gardening	\$52,293.00
Film / Media / Gatherings	\$94,817.50	Film / Media / Gatherings	\$34,500.00
Traditional Architecture	\$73,540.80	Traditional Architecture	\$22,500.00
Intergenerational	\$39,900.00	History / Culture	\$21,200.00
Miscellaneous	\$12,000.00	Intergenerational	\$5,000.00
Intercultural	\$7,500.00	Miscellaneous	\$0.00
<b>TOTAL</b>	<b>\$1,932,687.72</b>	<b>TOTAL</b>	<b>\$1,114,214.00</b>

### Grants Distributed Over 30 Years: Directly to Pueblos

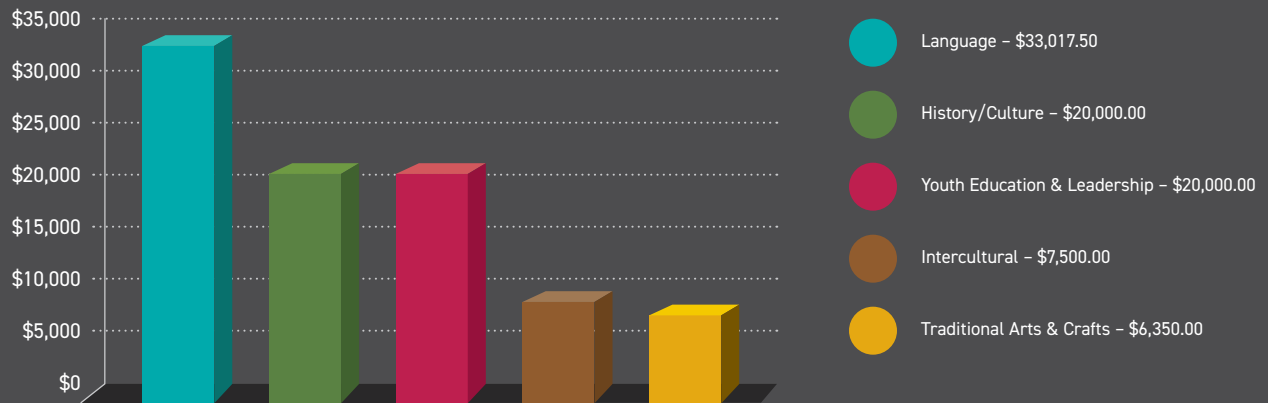
GRANTS		GRANTS		GRANTS	
Zuni	31	Zia	14	Picuris	8
Ohkay Owingeh	27	Acoma	13	San Felipe	8
Nambe	25	Pojoaque	12	Cochiti	6
Santa Clara	22	Tesuque	12	Isleta	6
Jemez	21	San Ildefonso	11	Sandia	6
Santo Domingo	21	Taos	9	Ysleta Del Sur	1
Santa Ana	15	Laguna	9		

Grants Distributed Over 30 Years: Non-Pueblo Organization  
Grants Awarded to Each Organization

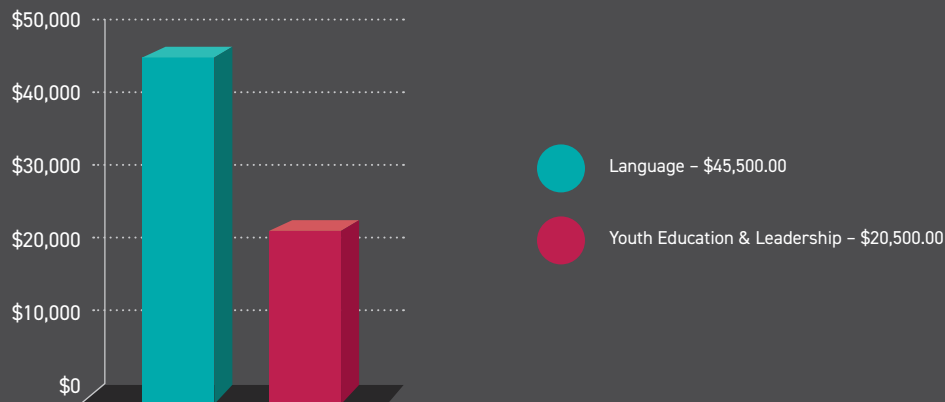
	GRANTS		GRANTS		GRANTS
Oo-Oo-Nah Art Center	32	ENIPC Fair/Awnings	3	Wheelwright Museum	1
Tewa Women United	14	ACL Hospital	3	Silver Bullet Productions	1
Poeh Center	10	Santa Fe Public Schools	3	Po'Pay Society	1
KCLC	10	Solstice Project HOPE	3	Laguna Community Foundation	1
LINA	9	Santa Fe Mountain Center	3	Wordcraft Circle of Native Writers and Storytellers	1
Cornerstones	9	Flowering Tree	2	Changing Woman Initiative	1
TNAFA	8	Indian Country Dev. Corp	2	IAIA	1
Española Schools	8	Center for Land Grant Studies	2	Pueblo Resurgents	1
Indian Pueblo Cultural Center	7	St. Joseph School	2	Iiwas Katrutsini Center	1
Heart Mtn. Prison Project	7	Dr. Shelly Valdez	2	Northern Pueblo Arts Council	1
SFIS	6	SWAIA	2	Recursos/Ned Hall	1
Santa Fe Forum	5	Keepers of Treasure	1	Crow Canyon	1
Earth Living Skills School	5	Native Americans in Philanthropy	1	School of American Research	1
New Mexico Indian Education Association	4	Basket Weavers Conference	1	St. Catherine's School	1
Museum of Indian Arts & Culture	4	Dorame	1	Fine Arts for Children & Teens	1
NM CultureNet	4	UNM/Ortiz Center	1		
Riversource	4	Mending Path	1		
Flower Hill Institute	4	Indian Aff. Dept./MNMF	1		

## STATISTICS GRAPHS | TOTAL AMOUNT FUNDED BY PRIORITY (1989–2019)

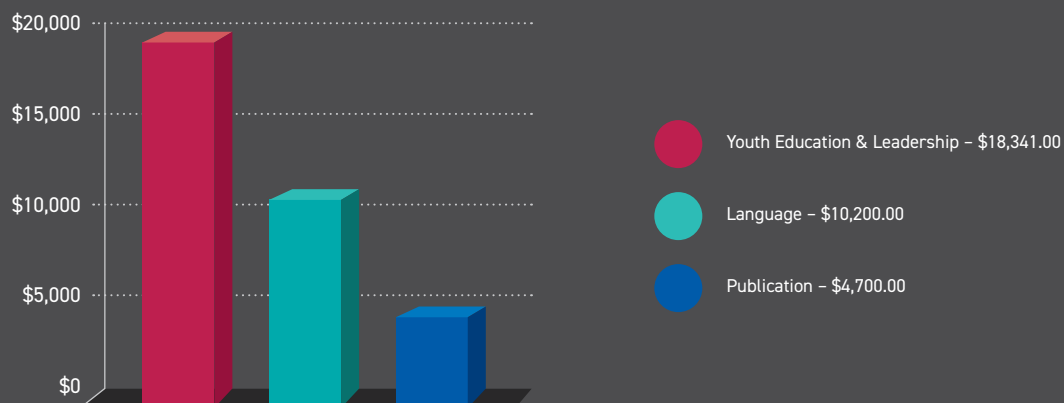
### Acoma



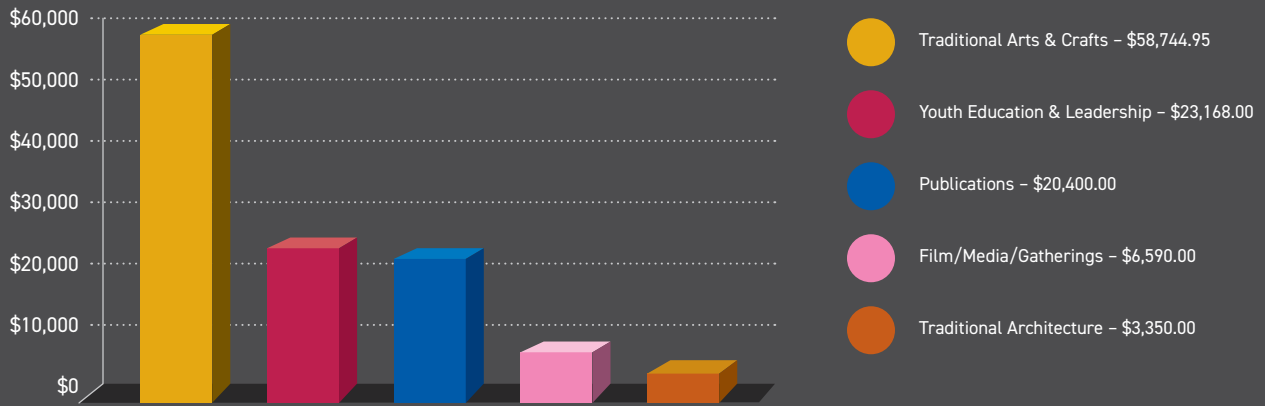
### Cochiti



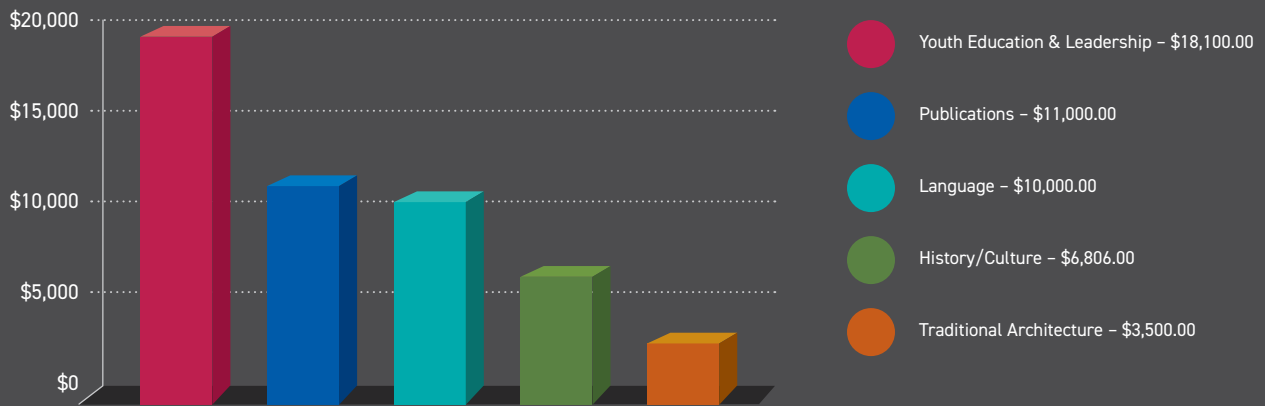
### Isleta



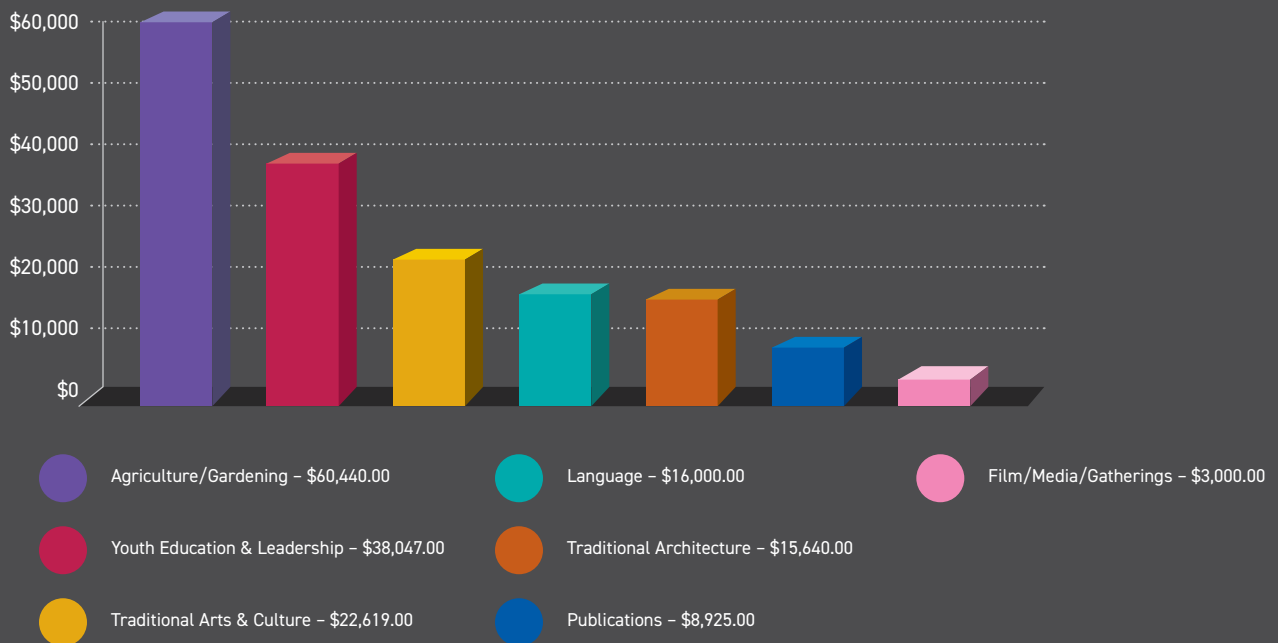
## Jemez



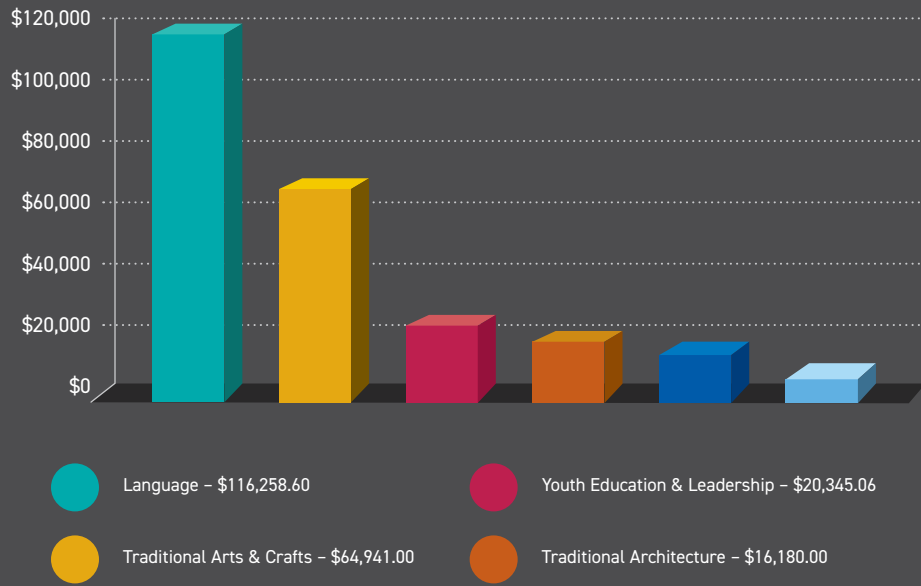
## Laguna



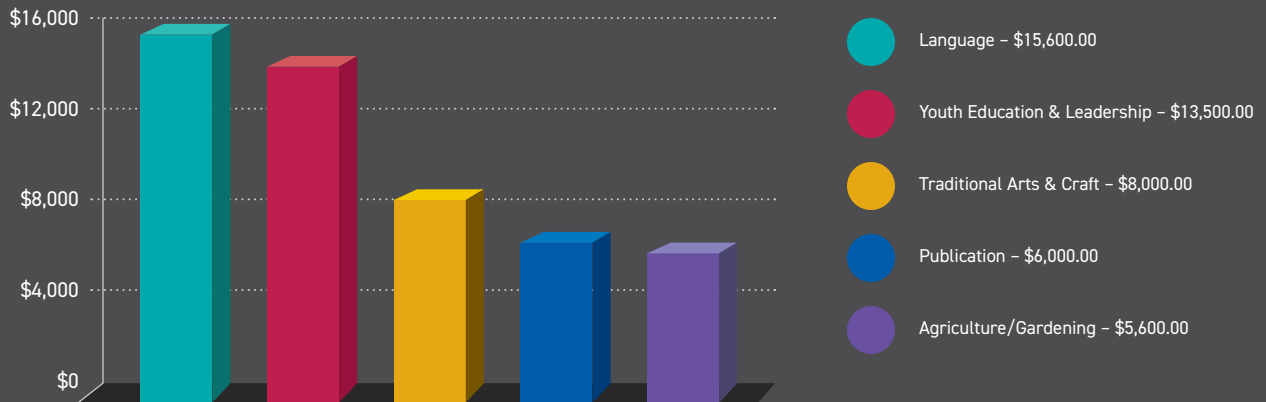
## Nambe



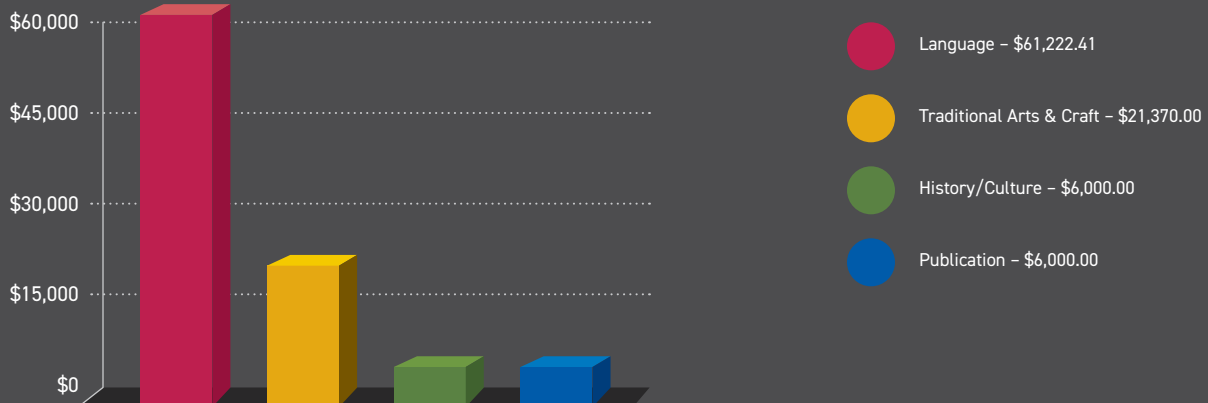
## Ohkay Owingeh



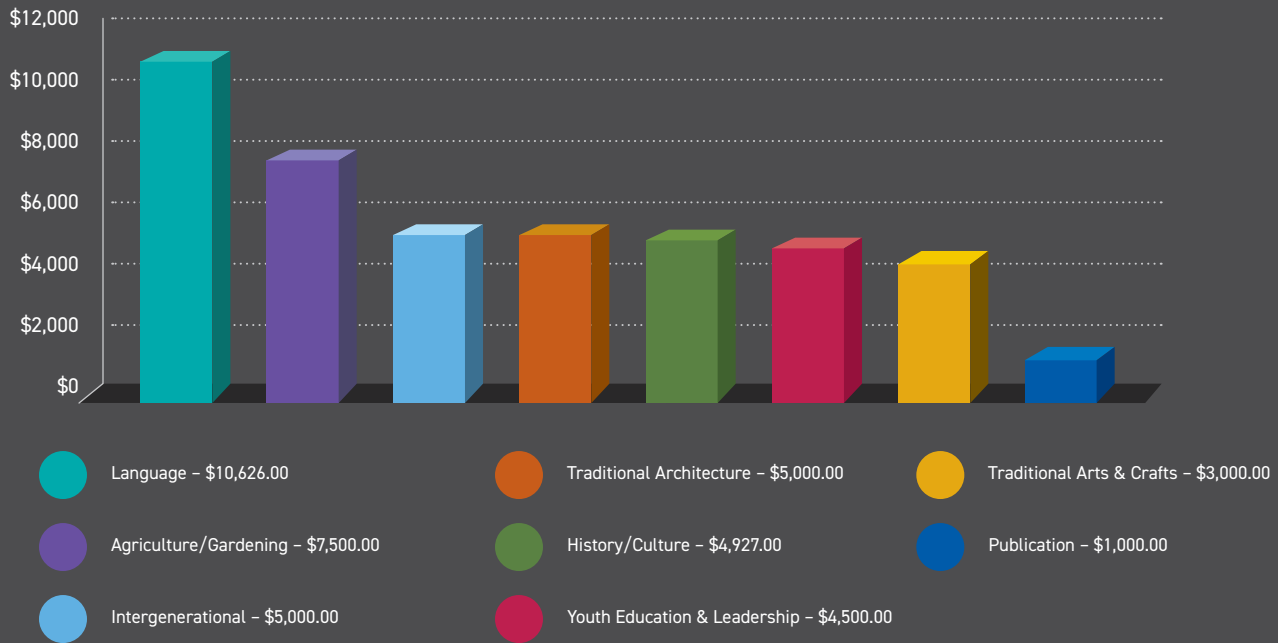
## Picuris



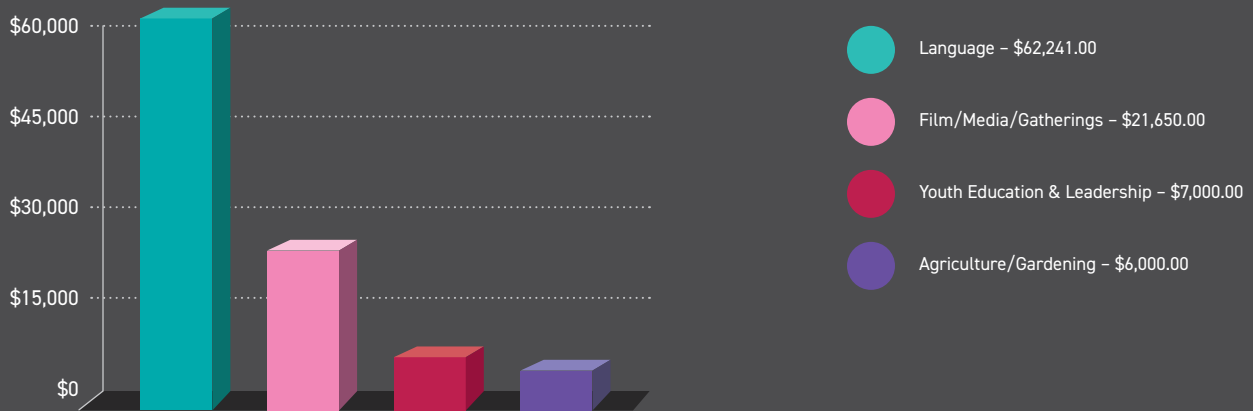
## Pojoaque



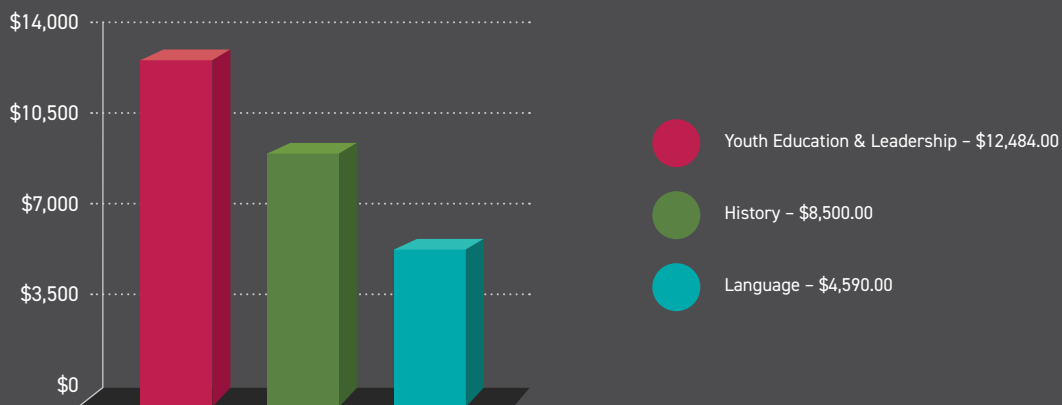
## San Felipe



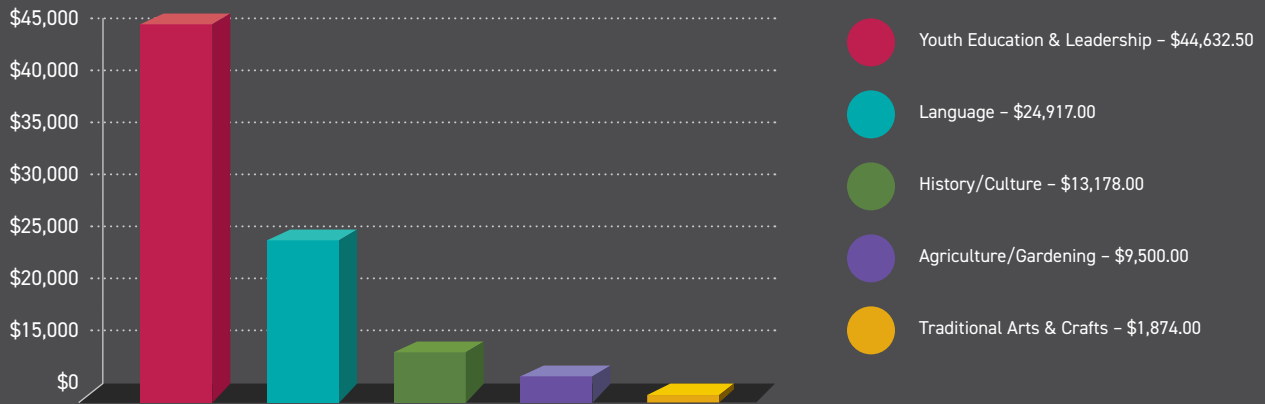
## San Ildefonso



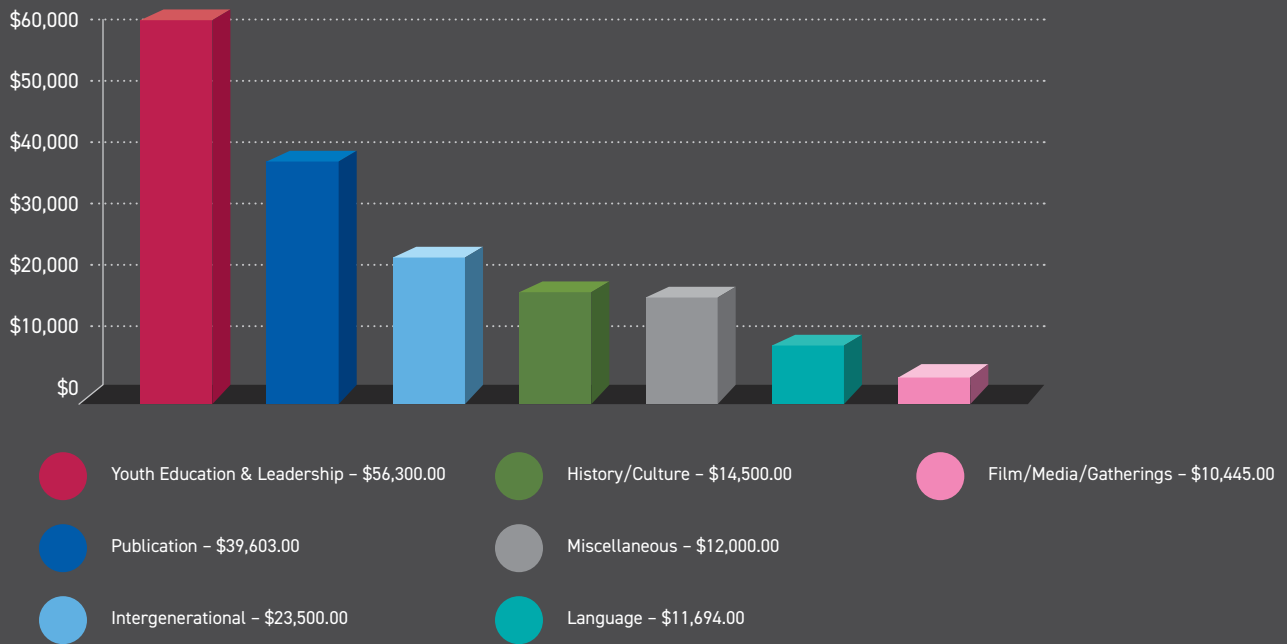
## Sandia



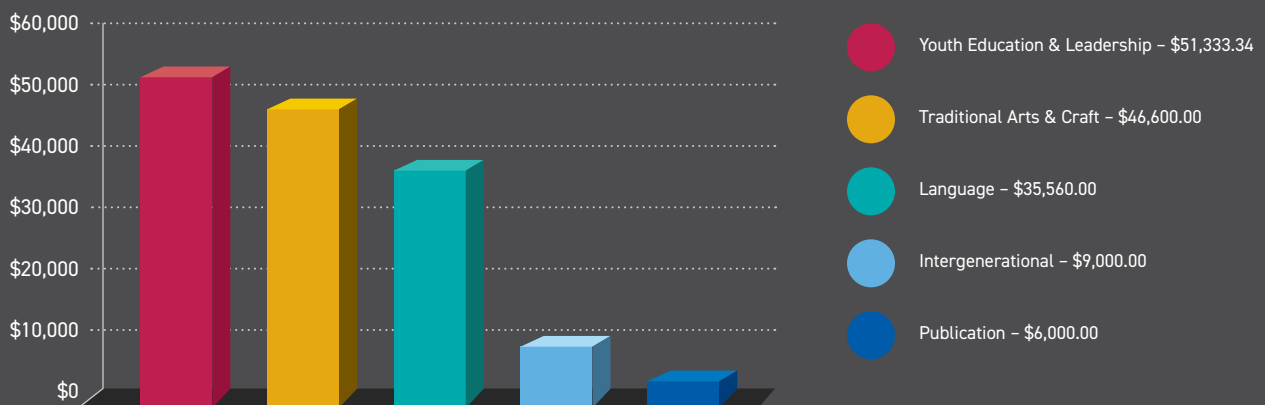
## Santa Ana



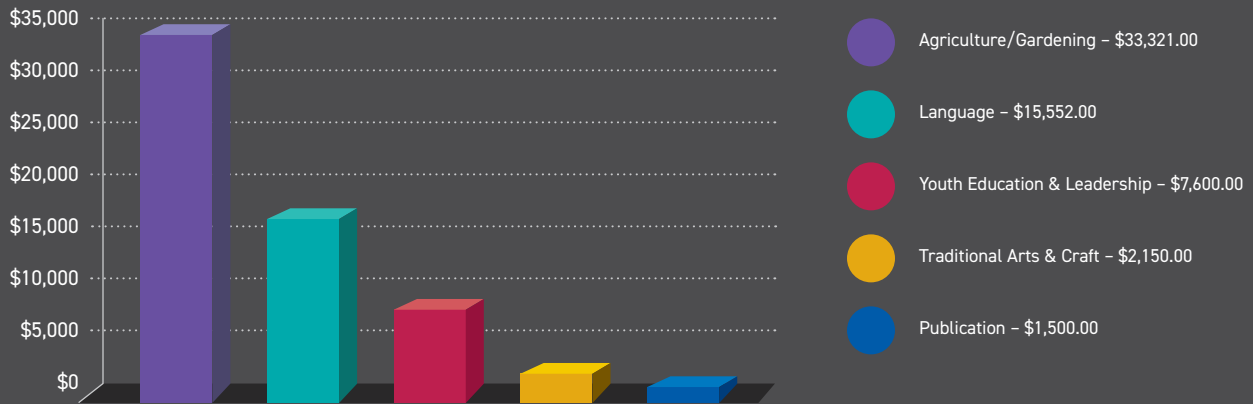
## Santa Clara



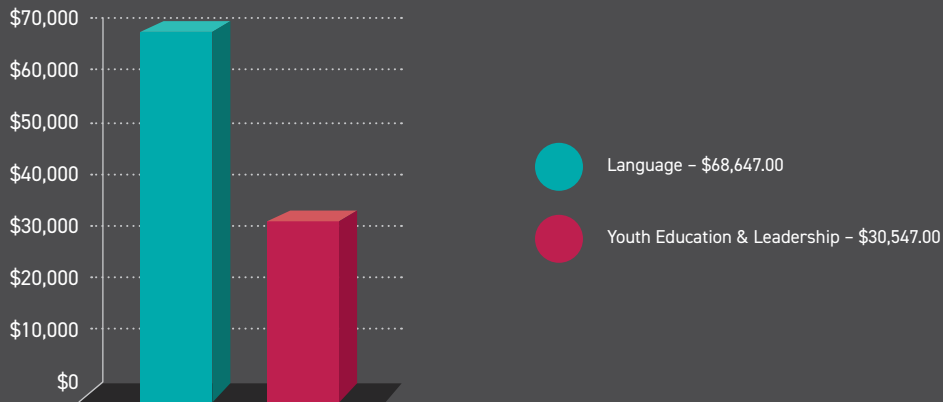
## Santo Domingo



## Taos



## Tesuque

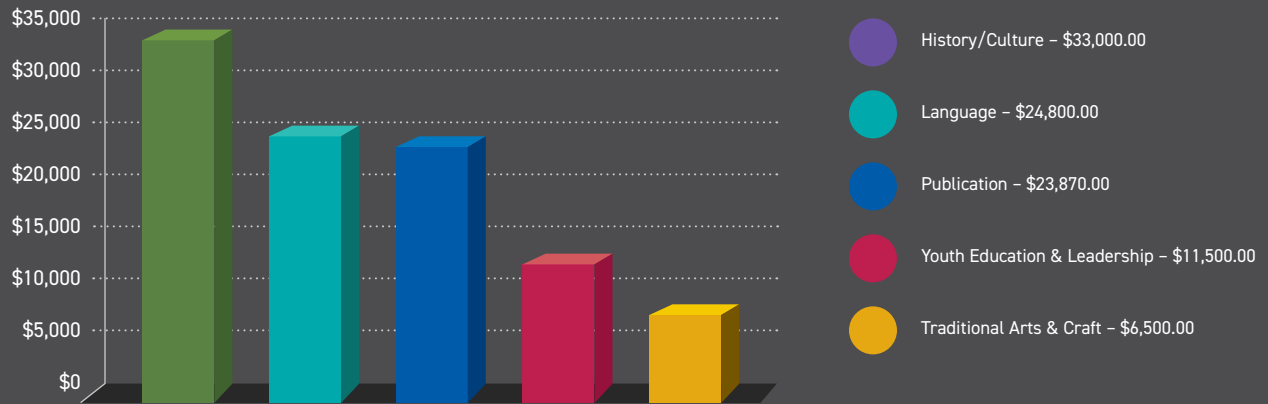


## Ysleta Del Sur

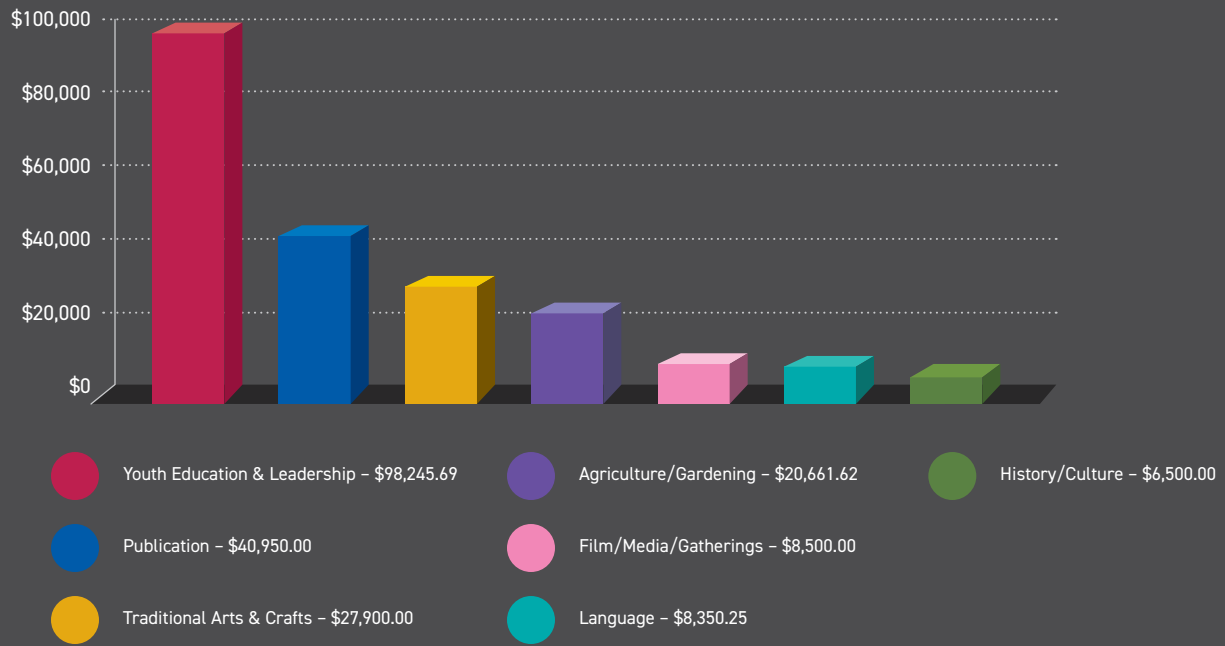




## Zia



## Zuni



Flowering Tree Permaculture Institute, Chaco Canyon Run



## GRANTMAKING PHILOSOPHY

Since 1989, the Chamiza Foundation has been committed to a grassroots approach to grant making that supports tribal efforts to effect positive and innovative change to sustain Pueblo culture and tradition within New Mexico's nineteen Pueblo tribal communities. In April, 2008, the foundation organized a dialogue session to provide an opportunity for an exchange of ideas and perspectives, between Chamiza grantees and Foundation representatives about the results and impacts of the foundation's grant making over the years.

The Foundation believes that a grassroots approach to grant making is a healthy alternative to conventional grant making and that it can be more effective in working with Pueblo communities. A grassroots approach is based on ongoing collaboration and respectful relationships that provide opportunities for the board and staff to learn about new perspectives and ways of thinking about the needs and interests of Pueblo communities. Ongoing positive relationships are crucial to develop a deeper understanding of the "real" issues in Pueblo communities, and building trust and increased credibility with Pueblo people necessary for long-term collaboration.

Chamiza's approach to grant making is less about what gets funded and more about how people on both sides of the grant making equation, the grantor and the grantee, combine a modest amount of money with a maximum degree of collaboration to get something done for the benefit of Pueblo people and communities. By focusing on relationship and outreach, the foundation intends to provide grant resources in a manner that builds capacity and empowers people to act, "to do the work themselves", for the benefit of their communities.

The foundation's application and grant making process is designed in a way not to be overwhelming, intrusive or confusing. Pueblo community leaders access the foundation through a simple application and review process. Decisions are made within weeks of proposal submission and review by the Board of Directors, a board which includes substantial representation from Pueblo tribes. Pueblo members of the board provide invaluable guidance and insight to help insure that grants are focused on projects and programs that address issues that most keenly affect Pueblo communities. Funds are made available according to project requirements and timelines. Progress and final reporting requirements are flexible and straightforward, and project results and outcomes are communicated to the board through presentations and site visits. To help create an even playing field in regard to access to funding, the foundation's Executive Director is available for consultation regarding questions related to everything from proposal development to project implementation and reporting.

### METHODOLOGY

#### Community Dialogue Session-Purpose and Approach

In 2018 a community dialogue session was held to obtain feedback from Chamiza Foundation grantees for the purpose of evaluating the results and impacts of the foundation's grant making. The intent was to create an environment for open discussion and feedback about the quality of the foundations grant making process since the last community dialogue session that took place in 2008. The planned outcome was for Chamiza board and staff to hear the thoughts and perspectives of Chamiza grantees about the quality of the foundation's grant making process and its consistency with the organization's mission. A similar process was completed in April of 2008. At that time, the Chamiza Foundation published a 20 year report with results from that dialogue session.

Chamiza board and staff utilized an Appreciative Inquiry approach which is based on a process that respects and honors people for their contributions. The process focused on four areas of questioning:

1. Discovery
2. Dream
3. Design
4. Destiny.

Session participants were divided into two groups and were asked to consider a series of questions related to each of the four areas. Each group discussion was facilitated by a Chamiza board director.

Discussion questions for each area of inquiry:

#### DISCOVERY

*Participants best experiences when their group, organization or community was at its most vital and alive, and what made those experiences possible?*

- What do you value most about your project?
- What inspired you to help create your project for your community?
- What new ideas to support your work have you developed because of your experiences?

#### DREAM

*Participants imagine a time in the future when people look at your community as an exceptional example of a thriving, successful Pueblo community where people of all ages are engaged as leaders and see themselves as empowered to make positive changes to organize and serve the community.*

- What are the characteristics of a good community leader?
- How do you sustain your dedication to people and community?
- What kinds of systems or activities are in place to encourage community engagement?
- How do you reach out to those you want to serve?

## DESIGN

*Participants identify key components of organizational processes and strategies that will be needed to support the realization of their dreams.*

- What small changes might encourage involvement with your project?
- How has your partnership with the Chamiza Foundation enabled you to succeed?
- What motivates you to do the work you are doing now?

## DESTINY

*Participants create plans to accomplish their goals and dreams.*

What strategies will you use to share the story of your success with peers and community?

- How might you strengthen collaboration and relations with peers and community resources?
- How might the Chamiza Foundation best support your future needs?

## FEEDBACK SUMMARY

Responses from Chamiza Foundation Grantee’s were analyzed using a qualitative analysis software called, “ATLAS.ti”. The software allowed us to categorize the response into the common themes that were pulled out from the dialogue sessions. Furthermore, we were able to determine which Chamiza Foundation priority areas were being addressed by our grantees. And lastly, we were able to identify which core values were being practiced by our awardees.

There were twelve major themes that were revealed during the analysis, they were: collaboration, knowledge, culture, women, new ideas, detrimental community challenges, responsibility, accountability, communication, food, fundamental component, and community engagement. The Chamiza Foundation priority areas area as follows: Language, Traditional architecture, Agriculture, Arts and crafts, History, Storytelling, Youth, Intercultural exchange, Intergenerational exchange, and Traditional food ways. We determined that the following core values were being practiced by our grantees: balance, spirituality, community, compassion, respect, understanding, way of life faith, governance, faith, love and reciprocity. Definitions for each of these terms can be found in the Appendix.

The results from the “Appreciative Inquiry Approach” are located below. The results have been categorized into the following four areas: Discovery, Dream, Design and Destiny.

## RESULTS

### DISCOVERY

The focus during this phase is searching for and identifying what gives the awardee's program or project life. Past successes were discussed and explored among our grantees. The goal of asking these questions was to consider closely what has empowered them. The discovery phase is used to uncover strengths. The specific purpose of this phase was to ask participants about their best experiences, when their group, program or community was at its most vital and alive, and what made those experiences possible. There were three questions that were asked during the discovery phase, they were: "What do you value most about your project? What inspired you to help create your project for your community? What new ideas to support your work have you developed because of your experiences?"

*What do you value most about your project?*

Participants value the collaboration that takes place within their community and with the outside world. Additionally, they value the knowledge that is transferred from elders to children through language and intergenerational work. Furthermore, participants value that culture is included in educational programs, concepts, arts, and everyday applications. And lastly, participants value that women's voices are honored and they are given a special place within their projects.

*What inspired you to help create your project for your community?*

Participants were inspired by learning ways to transfer traditional knowledge and skills. Moreover, participants were interested in re-introducing and using traditional practices and cultural knowledge to address issues of "new" and continuing forms of colonization. Additionally, they want to respond to the needs and challenges of the expanding intergenerational Pueblo population. Also, participants wanted to create opportunities to use Pueblo resources to develop programs for community.

*What new ideas to support your work have you developed because of your experiences?*

Participants explained that several new ideas were developed due to their experiences such as conducting an Indigenous evaluation, learning to work with endowments, developing new ideas for engagement, ways to address new needs, and ways to integrate trauma and healing. These new ideas were developed to build old ways into programs, continuance of past work and to address challenges with language learning and preservation.

### DREAM

The Dream phase is about imagining potential positive futures for the organizations that the Chamiza Foundation has provided funding to. The questions that were asked were created to unlock creative, constructive visions and possibilities. Through positive language, participants co-created futures and positive outcomes. Participants were asked to "Imagine a time in the future when people look at your community as an exceptional example of a thriving, successful Pueblo community where people of all ages are engaged as leaders and see themselves as empowered to make positive changes to organize and serve the community." They were asked the following questions: What are the characteristics of a good community leader? How do you sustain your dedication to people and community? What kinds of systems or activities are in place to encourage community engagement? How do you reach out to those you want to serve?

*What are the characteristics of a good community leader?*

Participants stated that characteristics of a good leader are trustworthy, optimistic, patience, non-judgmental, grounded in culture & community, leads by example, has strong communication skills, educated in both worlds and innovative.

*How do you sustain your dedication to people and community?*

Participants stated that they sustain their dedication to people and community by making sure to take time out, ensuring that they have a clear sense of their mission, and that they think of the future of the children. They also mentioned that their dedication requires a support system.

*What kinds of systems or activities are in place to encourage community engagement?*

Participants stated that there a variety of systems or activities in place to encourage community engagement, such as creating a safe place, recognizing gifts and strengths of all people, maintaining communication, providing free healthy food, scheduling regular meetings, being consistent and reliable.

*How do you reach out to those you want to serve?*

Participants stated that they engage in coalitions, share information, collaborate with Tribal colleges, utilize community newsletters / social media, and involve others from different work departments.

## DESIGN

Co-creation continues through this phase, but the focus shifts to debating and discussing the possibilities already generated. The goal is to reach a shared vision or value that the grantees or participants see as having real, positive potential. Individual aspirations thus become shared, in what is ideally an inclusive, safe, and supportive environment where everybody feels heard.

Participants identify key components of organizational processes and strategies that will be needed to support the realization of their dreams. Participants were asked the following questions: What small changes might encourage involvement with your project? How has your partnership with the Chamiza Foundation enabled you to succeed? What motivates you to do the work you are doing now?

*What small changes might encourage involvement with your project?*

Participants identified key components of organizational processes and strategies that would be needed to support the realization of their dreams. Participants stated that the following changes would encourage more involvement in their project: invite more elders to share their knowledge, find more fun things to do with group, set consistent dates for activities, provide more food and incentives like t-shirts/grown veggies, gift cards, build networks and improve/enhance advertising of programs and projects.

*How has your partnership with the Chamiza Foundation enabled you to succeed?*

Participants stated that their partnership with the Chamiza Foundation has enabled them to succeed since the foundation provides unrestricted flexible funding, seed funding, gives a clear process of deliverables, creates and nurtures intertribal collaborations, requires project accountability, allows for a diversity of partnerships, and has inspired other partnerships.

*What motivates you to do the work you are doing now?*

Participants stated that they know “it’s the right thing to do, becoming an elder motivates one to pass on the knowledge”, our own children, to undue colonized thinking, to reinforce Pueblo community values, it is an opportunity to make a difference, the need to walk the talk, grandparent’s dedication and commitment, accountability to Zuni Community (Being accountable to self and people served).

## DESTINY

The goal of this final phase is to construct futures “through innovation and action” (Ludema et al., 2006: 158). The vision, system, or structures that have been designed are committed to as possible means of achieving them are further refined through individual commitment. Participants create plans to accomplish their goals and dreams. The participants were asked the following questions: What strategies will you use to share the story of your success with peers and community? How might you strengthen collaboration and relations with peers and community resources? How might the Chamiza Foundation best support your future needs?

*What strategies will you use to share the story of your success with peers and community?*

Participants plan to share their stories of success using newsletters, posters, radio announcements, websites, Facebook, emails, billboards, and placing information into the Green Fire Times newspaper. Participants stated that they want open communication with each other where they can share ideas and improve goals. Additionally, participants stated that they want to partner with other grantees to provide mentoring support. Moreover, participants felt that it was important to do presentations for each other and to gather frequently to review project progress.

*How might you strengthen collaboration and relations with peers and community resources?*

Participants stated that they could keep communication lines open with tribal programs when it came to collaboration and relations with peers and community resources. Moreover, they would meet with people from various programs and keep them in the loop about their project progress. Additionally, they plan to strengthen relations by putting information into their tribal newsletter. Also, they would like to breakdown program silos by conducting team building activities, networking, and making use of work or research that has already been done, so that they are not “re-creating the wheel”.

*How might the Chamiza Foundation best support your future needs?*

When participants were asked, “How might the Chamiza Foundation best support your future needs?” Participants states that the Chamiza Foundation could create and fund opportunities for collaborative efforts among grantees, host more gatherings among grantees, advocate for them to other funders, create forums to hear from other grantees, continue to link up grantees, begin a newsletter that highlights foundation grantees and foundation information. Additionally, participants stated that the foundation can help them sustain their work through funding program staff, keeping the application process similar. Furthermore, Chamiza Foundation grantees stated that the foundation can reach out to grantees if Chamiza has any needs or requests.



## 20 YEAR REPORT FOLLOW UP

In 2008 a community dialogue session was held to obtain feedback from Chamiza Foundation grantees for the purpose of evaluating the results and impacts of the foundation's grant making.

Chamiza Foundation board and staff utilized an appreciative inquiry approach. This approach focused on four categories of questioning: 1. Strengths, 2. Opportunities, 3. Aspirations, and 4. Results. Within the "Strengths" discussion, participants recognized Chamiza's strengths in five areas. They were in the areas of process, outreach, respect, recognition of 'Real' community needs, and relationship.

### STRENGTHS

Then: Within the "Process" area, participants liked that the foundation proposal format included future planning and used a user-friendly application format. Additionally, they liked that the foundation allowed flexible and timely distribution of grant awards. Moreover, they appreciated that Chamiza funding is less restrictive and has a flexible budget format. Also, they liked that the foundation has a simple end of project final report.

Now: The Chamiza foundation funding process has not changed slightly, since the 20-Year Report came out. Potential grantees can now apply online on the foundation's website. And there has been one report added to the requirements which is the addition of a progress report, which is due at the halfway point of a grantee's project.

Then: Within the "Outreach" area, dialogue session participants shared very positive feelings about Chamiza's outreach efforts and priorities. Which include "Provide proposal development consultation, Pre-submission proposal review, Post award project implementation guidance, Relationship building through face-to-face contact and community visits, and Attend presentations and site visits". Foundation grantees have concluded that these activities are critical to the overall success of grant making in Pueblo communities.

Now: Chamiza Foundation outreach has not changed, and our Executive Director still provides all of these services to Tribal Leadership and potential grantees.

Then: Within the "Respect" area, it was noted that the founders of the Chamiza Foundation consulted with Alfonso Ortiz, an Ohkay Owingeh elder to establish a unique board structure that included Pueblo members to guide the foundation to help insure that it would work in a way that was sensitive to and respectful of the many facets of Pueblo livelihood, specifically the traditional and ceremonial calendar and cultural activities in each Pueblo. Grantees agreed that Chamiza demonstrates as it carries out its work an awareness of and deference to the communities' involvement in traditional and cultural activities.

Now: The Chamiza Foundation board currently has eight Pueblo members and a female Pueblo Executive Director. The current internal organizational structure of the foundation will ensure that the foundation continues to support projects that demonstrate Pueblo values, beliefs, and community-based decision making. Additionally, this composition board members and staff provides significant insight into Pueblo cultural traditions, community dynamics and cultural protocols.

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Then: Within the area of “Recognition of Real Community Needs”, participants stated that the Chamiza foundation’s acknowledgement of real needs creates the development of positive self-esteem and identity, a sense of ownership of the project and its outcomes and strengthens community programs. Participants identified four community building themes, they were as follows:

1. Chamiza grants instill pride in community lifeways and support our teaching of traditional arts,
2. Chamiza supports the community’s interests in the environment, community mapping and elder/youth needs,
3. Chamiza’s grant making approach fosters total project ownership,
4. Chamiza’s support positively affects our attitudes toward community and social change.

Now: The Chamiza Foundation continues to support these identified themes. The foundation board has steadily opted to support projects that emphasize the teaching of traditional arts and crafts, the foundation has provided over \$341,000 for Traditional Arts & Crafts projects since 1989. In addition, the board has been steadfast in supporting projects that foster Pueblo youth and elderly. Based on our grant award analysis, Youth Education and Leadership projects received over \$440,000 of support from the foundation. During the 2018 community dialogue session, participants stated that they do this work, to reinforce Pueblo community values, it is an opportunity to make a difference, the need to walk the talk, grandparent’s dedication and commitment, and being accountable to self and people served.

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Then: Within the “Relationship” area, it was revealed that Chamiza’s grant making approach is based on on-going collaboration and respectful relationship. Additionally, it was stated that “On-going, positive relationships are crucial to developing a deeper understanding of the “real” issues in Pueblo communities, and to building the trust and increased credibility with Pueblo people necessary for long-term successful collaboration.”

Now: Today, the Chamiza Foundation is working towards maintaining relationships with previous grantees and creating new relationships with new grantees. Additionally, the foundation puts in extra effort to connect with Pueblo leadership to ensure that leadership knows that we are here as a resource to the Pueblos.

## OPPORTUNITIES

In 2008 the “Opportunities” section of the report focused on capacity building and empowerment. Dialogue participants stated that confidence and self-esteem increased because of being involved in community projects and experience with the grant application and implementation process has increased overall project management skills. Additionally, they stated that involvement with Chamiza supported projects helps them develop community leaders. In 2018 community dialogue session, participants explained that several new ideas were developed due to their experiences such as conducting an Indigenous evaluation, learning to work with endowments, developing new ideas for engagement, ways to address new needs, and ways to integrate trauma and healing.

## ASPIRATIONS

In 2008 the intentions of the Chamiza Foundation were to establish priorities that were congruent with the present and future needs in Pueblo communities. The foundation was interested in learning how to improve and enhance the quality of its collaboration with Pueblo communities. Dialogue participants listed the following ideas as future priorities:

- Attendance of Chamiza Board members at site visits and project presentations
- Chamiza staff to mentor applicants not funded
- Develop an online newsletter
- Provide additional information on website
- Showcase funded projects on website
- Develop project evaluation form
- Provide model application template on website
- Create a NM Foundations list for communities
- Provide technical assistance for program design
- Yearly dialogue with grantees
- Host a best practices event
- Proposal writing, program design, money management, and proposal review workshops
- Networking event with other funders

Since this event took place several of these ideas have been implemented and some have not. Board members have been attending various meetings and site visits with our executive director and have been instrumental in connecting the foundation with organization who are interested in working with the Pueblos. Our executive director informs applicants who are not funded that she is available to talk about their application and is available to help them to improve their application. Additionally, our executive director will help them to find funding through other funders when possible. An online newsletter has been established and can be accessed on our website. The website also contains an updated list of awardees. Moreover, our website now provides two options for accessing applications. Applicants can download a word application, or they can apply directly through an online portal. Furthermore, funded projects are showcased on our website. Awardees are now required to submit a progress report at the halfway mark of their project time and a final report 30 days after it is completed. The questions asked on these two reports helps the awardee stay on track but also allows the foundation and awardee to evaluate project success and challenges met. Prior to the pandemic the foundation was able to host a “Learning Outcomes” workshop and a “Grantwriting” workshop. We plan to host other technical assistance workshops when it is safe to do so.



Nambe Pueblo Community Farm

DATA AND ANALYSIS



Flowering Tree Permaculture Institute, Chaco Canyon Run

## CHAMIZA FOUNDATION NEXT STEPS

Next steps were determined based on the information that was acquired at the 2018 Community Dialogue Sessions and information contained in the 2008 Twenty Year Report.

### DISCOVERY

1. Support grantee collaborations
2. Continue to support intergenerational projects
3. Support more female orientated projects

### DREAM

1. Ensure that grantees have a clear sense of their mission
2. Make sure that the foundation continues to be a part of the support system of Pueblo projects
3. Support community engagement systems and activities

### DESIGN

1. Continue to provide unrestricted funding to be used for food, stipends, door prizes, etc.
2. Continue to require progress and final reports to ensure project accountability

### DESTINY

1. Set up a mentor/mentee program between grantees
2. Host frequent grantee gatherings
3. Advocate for Chamiza Foundation grantees to other funders
4. Continue publishing monthly Chamiza Foundation newsletter

### OTHER

1. Provide model application template on website
2. Create a New Mexico Foundations list for communities
3. Host yearly dialogue sessions with grantees
4. Host a best practices event
5. Provide proposal writing, program design, money management, and proposal review workshops
6. Networking event with other funders

## THEMES

Collaboration  
Knowledge  
Culture  
Women

## CHAMIZA FOUNDATION PRIORITY AREAS

Culture  
Youth  
Language  
Agriculture  
Environment  
Intergenerational

## CORE VALUES

Balance  
Spirituality  
Community  
Understanding  
Way of Life  
Reciprocity  
Faith

## DISCOVERY

When participants were asked the following question, “What do you value most about your project?”

There were four major themes that emerged from the answers to this question, they were: collaboration, knowledge, culture, and women.

### Collaboration

- Collaborate with other departments
- Create a connection between the Pueblo and the outside world

### Knowledge

- Teach and use the language
- Conduct intergenerational work
- Inspire a chain in knowledge
- Witness the transferring of cultural skills and experiences from elders to children

### Culture

- Impacts of language immersion and culture on students
- Foster cultural institutions and concepts
- Culturally relevant educational programs for children
- Witness the transferring of cultural skills and experiences from elders to children
- Strengthen tribal cultural voice for culture and environmental issues
- Integrate teaching for children in cultural arts and everyday applications

### Women

- Create a special place for women
- Honor inter-tribal women’s voices

Based on the answers provided for this question, Chamiza Foundation awardees highlighted the following Chamiza Foundation priority areas regarding this question:

### Culture

- Culturally relevant educational programs for children
- Strengthen tribal cultural “voice” for culture and environmental issues

### Youth

- Fun
- Impacts of language immersion and culture on students
- Culturally relevant educational programs for children
- Integrate teaching for children in cultural arts and everyday applications

**Language**

- Impacts of language immersion and culture on students

**Agriculture**

- Create a special and safe environment for seeds

**Environment**

- Strengthen tribal cultural “voice” for culture and environmental issues
- Environmental issues: Chaco run-value and learning from each other

**Intergenerational**

- Elderly/Grandparents
- Intergenerational work
- Transferring cultural skills and experience from elders to children

As we conducted our analysis we wanted to explore further into the analysis and determine what Pueblo core values were being expressed by awardees when they answered this question. As a result, we found that participants conveyed the following core values regarding this question:

**Faith**

- Prayer and giving thanks

**Balance**

- Connection between Pueblo and outside world

**Way of Life**

- Connection between Pueblo and outside world
- Pride
- Spirituality
- Prayer and giving thanks
- Spirits of ancestors

**Community**

- Time with children
- Collaborating with other departments
- Benefits others
- Community focus

**Reciprocity**

- Environmental issues: Chaco run-value and learning from each other
- Understanding
- Chain in knowledge
- Cultural institutions and concepts
- Transferring cultural skills and experience from elders to children

SUMMARY

Participants value the collaboration that takes place within their community and with the outside world. Additionally, they value the knowledge that is transferred from elders to children through language and intergenerational work. Furthermore, participants value that culture is included in educational programs, concepts, arts, and everyday applications. And lastly, participants value that women’s voices are honored and they are given a special place within their projects.



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## THEMES

Knowledge

When participants were asked the following question, “What inspired you to help create your project for your community?”

There was one main theme that emerged from the answers to this question, that was: “Knowledge.”

## CHAMIZA FOUNDATION PRIORITY AREAS

Youth Development

Environment

Youth

Language

Culture

### **Knowledge**

- To see active participation
- To focus on the ability to learn and ways to transfer traditional knowledge and skills
- Reintroduce and use traditional practices and cultural knowledge to address issues of “new” and continuing forms of colonization
- Share cultural knowledge

## CORE VALUES

Faith & Spirituality

Balance

Community

Peace

Land

Resilience

Based on the answers provided for this question, Chamiza Foundation awardees highlighted the following Chamiza Foundation priority areas regarding this question:

### **Youth Development**

- Children to teachers
- See success in Pueblo and non-Pueblo worlds
- To respond to intergenerational needs and challenges

### **Environment**

- To become stewards of nature

### **Youth**

- Fatherless children
- To respond to expanding Pueblo population and needs

### **Agriculture**

- Need for native herbs to balance medical issues
- Community needs to revitalize farming using traditional practices

### **Language**

- Lack of fluency
- Loss of language and culture
- To sustain culture (through language)
- Using cultural language to reinforce core values and practices

### **Culture**

- Inspired to bring back culture
- Sustain culture through language
- Use cultural language to reinforce core values and practices
- Encourage cultural revitalization
- Support the historic practice of running (this strengthens contemporary cultural practices)

As we conducted our analysis we wanted to explore further into the analysis and determine what Pueblo core values were being expressed by awardees when they answered this question. As a result, we found that participants conveyed the following core values regarding this question:

**Faith & Spirituality**

- Creator

**Balance**

- Balance for community to world

**Community**

- Balance for community to world
- Revitalization efforts in community stewardship
- Sense of place
- To provide a variety of community service opportunities to reinforce relations/bring community together
- To see the inspiration of children - youth - elders – community
- Create opportunities to use Pueblo resources to develop programs for community

**Peace**

- Acknowledgment of Native place in this world

**Land**

- Sense of place and disconnect from ancient homelands

**Resilience**

- Cultural revitalization (ways to reinforce resilience among community/tribe)

**SUMMARY**

Participants were inspired by learning ways to transfer traditional knowledge and skills. Moreover, participants were interested in reintroducing and using traditional practices and cultural knowledge to address issues of “new” and continuing forms of colonization. Additionally, they want to respond to the needs and challenges of the expanding intergenerational Pueblo population. Also, participants wanted to create opportunities to use Pueblo resources to develop programs for community.



Oo-Oo-Nah Art and Cultural Center

## THEMES

New Ideas

## CHAMIZA FOUNDATION

### PRIORITY AREAS

Youth & Youth Development

History

Culture

Education

Agriculture

Language

### CORE VALUES

Community

Resilience

Understanding

Governance

When participants were asked the following question, “What new ideas to support your work have you developed because of your experiences?”

There were two main themes that emerged from the answers to this question, they were: New ideas and detrimental community challenge.

### **New Ideas**

- Reaching out to the neighborhood for an assessment
- Conducting an Indigenous evaluation (align with values and epistemologies)
- Learning to work with endowments
- Hold outside entities/agencies accountable (in ways that protect/safeguard tribes)
- Develop new ideas for engagement (recognizing gifts and strengths of all people)
- Find more fun things to do with group
- Working off of knowledge that participants already have
- Sharing among all grantees
- The need for our own place (office)
- Food as medicine (non-processed food)

### **Detrimental Community Challenge**

- Affect rate of student demised
- Challenges and language learning/preservation
- Ways to address new needs (opiate addiction and impacts on families (to be open minded on impacts/people)
- Protecting seeds from those that will destroy their life/history and sensitivity
- Integrate trauma and healing

Based on the answers provided for the third question, Chamiza Foundation awardees highlighted the following Chamiza Foundation priority areas regarding this question:

### **Youth & Youth Development**

- Youth driven research and presentations
- Youth input on community needs
- STEM and Pueblo culture
- Student management plans
- Youth taking over transfer of knowledge
- Internalized preciousness of youth
- Affect rate of student demised
- Elder/youth understanding
- Seen as valuable by tribal government

**History**

- Build old ways into programs
- Continuance of past work
- Protecting seeds from those that will destroy their life/history and sensitivity
- Incorporating traditional methods into programs
- Asking our elders to help with curriculum development (science and culture application)

**Culture**

- Elder education (science and culture application)
- STEM and Pueblo culture
- Using Montessori and other best practices in concert with Tribal culture-based teaching

**Education**

- Asking our elders to help with curriculum development (science and culture application)
- STEM and Pueblo culture
- Student management plans
- Change teaching
- Track success of our students or participants
- Centralized place to learn
- Using Montessori and other best practices in concert with Tribal culture-based teaching
- Indigenous Montessori Institute (language/culture)

**Agriculture**

- More farmers
- Protecting seeds from those that will destroy their life/history and sensitivity
- Become alert to bio-piracy

**Language**

- Challenges and language learning/preservation
- Indigenous Montessori Institute (language/culture)
- Multi-jurisdictional / multidisciplinary ways to respond to children / youth / community - using language and culture

As mentioned earlier, as we conducted our analysis we wanted to dig deeper into the analysis and determine what Pueblo core values were being expressed by awardees when they answered this question. As a result, we found that participants conveyed the following core values:

**Community**

- Youth input on needs
- All programs lead by Pueblo people
- Community efforts are not based on money

**Resilience**

- Continuance of past work

## Understanding

- Elder and youth understanding
- Intergenerational understanding

## Governance

- Seen as valuable by tribal government

## SUMMARY

Participants explained that several new ideas were developed due to their experiences such as conducting an Indigenous evaluation, learning to work with endowments, developing new ideas for engagement, ways to address new needs, and ways to integrate trauma and healing to name a few. These new ideas were developed to build old ways into programs, continuance of past work and to address challenges with language learning and preservation.



Sandia Pueblo Sewing Program

## THEMES

Community Leader  
Characteristics

## CHAMIZA FOUNDATION PRIORITY AREAS

Culture  
Education

## CORE VALUES

Balance  
Spirituality  
Community  
Compassion  
Respect

## DREAM

“What are the characteristics of a good leader?”

One main theme emerged: Community leader characteristics

### **Community leader characteristics**

- Trustworthy
- Optimistic
- Patience
- Non-judgmental

Based on the answers provided for this question, Chamiza Foundation awardees highlighted the following Chamiza Foundation priority areas regarding this question:

### **Culture**

- Involved in culture
- Value culture and language and putting resources to them
- Grounded in culture & community
- Leadership by example, actions, not words

### **Education**

- Strong communication skills
- Able to communicate at many levels
- Educated in both worlds
- Innovative

As mentioned earlier, as we conducted our analysis we wanted to dig deeper into the analysis and determine what Pueblo core values were being expressed by awardees when they answered this question. As a result, we found that participants conveyed the following Pueblo core values:

### **Balance**

- Flexible
- Risk takers
- Living a balanced life

### **Spirituality**

- Connecting to and asking the ancestral energy for guidance
- Spiritual connections
- Acceptance of all – embody spiritual connections

## **Community**

- Protecting safety of community
- Grounded in culture & community
- Leaders that are examples of our core values
- Advocate for people / community needs
- Support

## **Compassion**

- Compassion for people and situations

## **Respect**

- Model behaviors - this is a priority
- Respect balance for/of men and women
- Leadership by example, actions, not words
- Listening / respect

## **SUMMARY**

Participants were asked to “Imagine a time in the future when people look at your community as an exceptional example of a thriving, successful Pueblo community where people of all ages are engaged as leaders and see themselves as empowered to make positive changes to organize and serve the community.” Participants were asked the following question: What are the characteristics of a good leader? They stated that characteristics of a good leader are as follows: trustworthy, optimistic, patience, non-judgmental, grounded in culture & community, leads by example, strong communication skills, educated in both worlds and innovative.



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## THEMES

Responsibility  
Accountability  
Knowledge

## CHAMIZA FOUNDATION PRIORITY AREAS

Education

## CORE VALUES

Community  
Spirituality  
Respect  
Understanding  
Compassion  
Way of Life  
Faith

## How do you sustain your dedication to people and community?

There were three major themes that emerged: responsibility, accountability, and knowledge

### **Responsibility**

- Take time out
- Think of children/future
- Clear sense of mission

### **Accountability**

- Requires a support system
- Take time out
- Clear sense of mission

### **Knowledge**

- Realizing that we/ elders are spirit people
- Relatives connect to ancestral knowledge

Based on the answers provided for this question, Chamiza Foundation awardees highlighted the following Chamiza Foundation priority area in regard to this question:

### **Education**

- Think of children/future
- Active learner
- Share experience and mentor
- Realizing that we/ elders are spirit people
- Relatives connect to ancestral knowledge

As previously mentioned, as we conducted our analysis we wanted to dig deeper into the analysis and determine what core values were being expressed by awardees when they answered this question. As a result, we found that participants conveyed the following core values:

### **Community**

- Support systems
- Think of children/future
- Having the hope to make a difference in the community

### **Spirituality & Faith**

- Prayer
- Having the hope to make a difference in the community
- Helping and acknowledging prayer – children



## **Respect**

- Humble forgiveness
- Humility
- Having humility and being grateful

## **Understanding**

- Share experience and mentor
- Clear sense of mission

## **Compassion**

- Passion
- Forgiveness
- Humility
- Compassion for self and other
- Being grateful

## **Way of Life**

- Valued
- Humble
- Core values
- Zuni prayer said over PA system, set the stage for going on, really made a difference in what sustained us. Everyone stopped and faced the East

## **SUMMARY**

Participants were asked how they sustain their dedication to people and community. Participants stated that they make sure to take time out, that they have a clear sense of their mission, and they think of the future of the children. They also mentioned that their dedication requires a support system.



Zuni Youth Enrichment Program

## THEMES

Knowledge  
Communication  
Food  
New Ideas  
Accountability

## CHAMIZA FOUNDATION PRIORITY AREAS

Culture  
Education  
Intergenerational

## CORE VALUES

Spirituality  
Way of Life  
Community  
Peace  
Understanding  
Governance

What kinds of systems or activities are in place to encourage community engagement? How do you reach out to those you want to serve?

Five main themes emerged: Knowledge, communication, food, new ideas and accountability

### **Knowledge**

- Recognizing gifts and strengths of all people

### **Communication**

- Take it to community
- Relationships and connections
- Create a safe place
- Maintain communication

### **Food**

- Food = healthy
- Encourage different types of new foods & those that the community is used to
- Introduce events / activities
- Free food!

### **New Ideas**

- Involve others in your work departments
- Develop new ideas for engagement
- Engage in coalitions
- Schedule regular meetings
- Co-plan activities
- Share information
- Advisory committee development - other services to other programs
- Collaborate with Tribal Colleges (IAIA) to co-develop events
- Support Tribal Youth Councils
- Encourage different types of new foods & those that the community is used to
- Introduce events / activities
- Community newsletter / social media

### **Accountability**

- Relationships and connections
- Consistency/reliability and action/set rules

Based on the answers provided for the fourth question, Chamiza Foundation awardees highlighted the following Chamiza Foundation priority areas in regard to this question:

**Culture**

- Cultural calendar

**Education**

- Collaborate with Tribal Colleges (IAIA) to co-develop events
- Support Tribal Youth Councils

**Intergeneration**

- Relationships and connections
- Recognizing gifts and strengths of all people
- Native games

As previously mentioned, as we conducted our analysis we wanted to dig deeper into the analysis and determine what core values were being expressed by awardees when they answered this question. As a result, we found that participants conveyed the following core values:

**Spirituality**

- Cultural calendar
- Spiritual leaders
- Inclusive of all

**Way of Life**

- Cultural calendar
- Spiritual leaders
- Inclusive of all
- Native games

**Community**

- Take it to community
- Recognizing gifts and strengths of all people
- Community outreach events
- Use of community/tribal systems to encourage enjoyment

**Peace**

- Create a safe place

**Understanding**

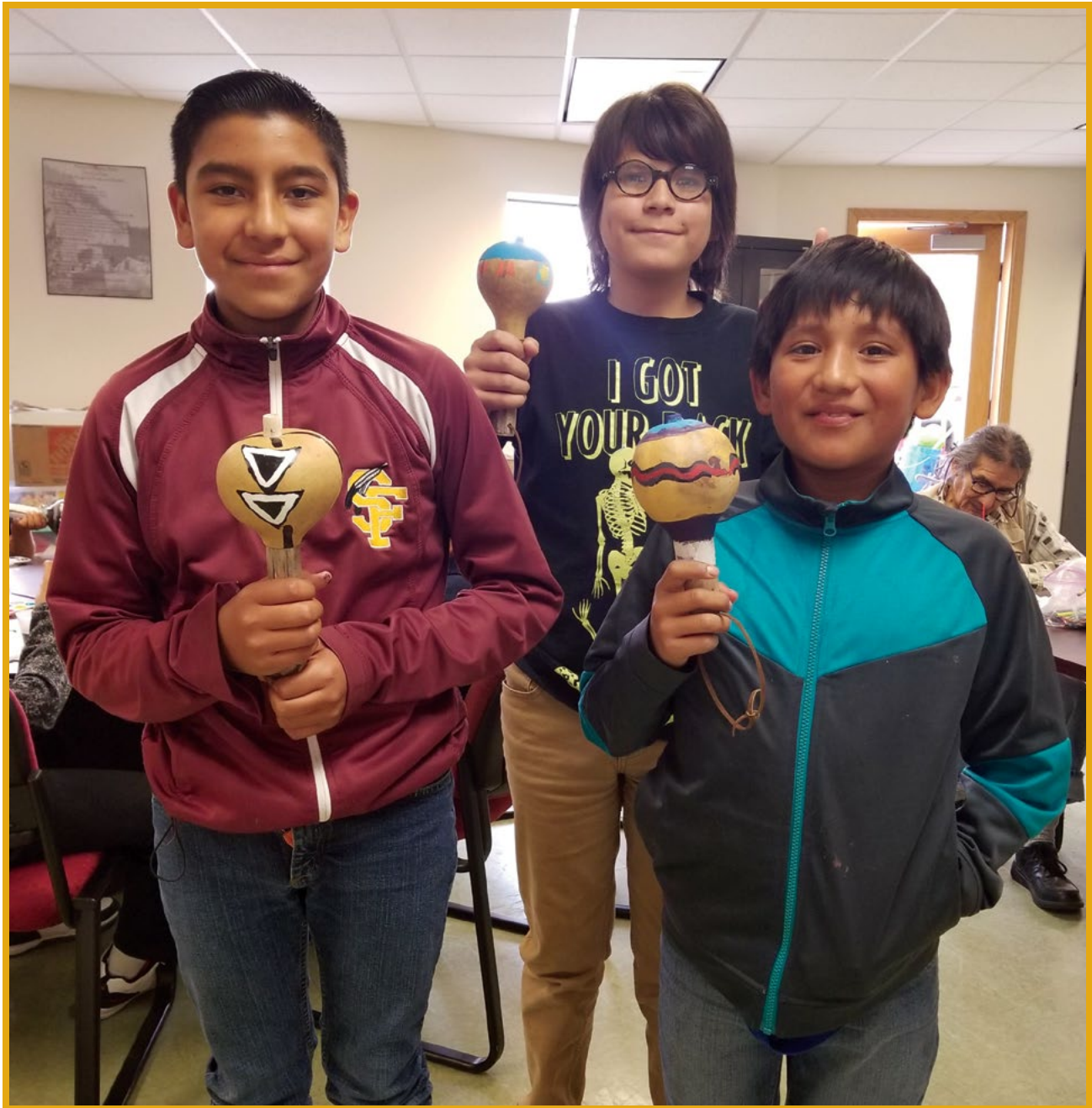
- Invite Tribal leadership to events / activities

**Governance**

- Invite Tribal leadership to events / activities
- Proposals to Governors and tribal support
- Attend Legislature and talked about various issues

## SUMMARY

Participants stated that there a variety of systems or activities in place to encourage community engagement, such as creating a safe place, recognizing gifts and strengths of all people, maintaining communication, providing free healthy food, scheduling regular meetings, being consistent and reliable. When participants were asked how they reach out to those they want to serve. They stated that they engage in coalitions, share information, collaborate with Tribal Colleges, community newsletter / social media, and involve others in different work departments.



Santa Clara Pueblo Adult Regional Day Care Center

## THEMES

Fundamental Component  
Knowledge  
Community Engagement  
New Ideas  
Accountability  
Communication

## CHAMIZA FOUNDATION PRIORITY AREAS

Education  
Intergenerational

## CORE VALUES

Community  
Way of Life  
Balance

## DESIGN

**What small changes might encourage involvement with your project?**

Six main themes emerged: Fundamental component, knowledge, community engagement, new ideas, accountability and communication

### **Fundamental Component**

- Invite more elders to share their knowledge
- Participants share stories / involvement

### **Knowledge**

- Invite more elders to share their knowledge

### **Community Engagement**

- Find more fun things to do with group! Like Lea's "Tai Chi"
- Consistent dates for activities
- More food
- Incentives: t-shirts / Grown Veggies, etc. / gift cards

### **New Ideas**

- Share information about programs in the Tribal newsletter
- Participants share their experiences on social media – esp. for the youth
- Build networks – we will share phone numbers and emails from today's participants
- Improve / enhance advertising of programs and projects
- Participants share stories / involvement

### **Accountability**

- Consistent dates for activities

### **Communication**

- Share information about programs in the Tribal newsletter
- Participants share their experiences on social media – esp. for the youth, send texts "What's up" etc.,
- Build networks – we will share phone numbers and emails from today's participants
- Improve/enhance advertising of programs and projects
- Exhibits of various types
- Electronic billboards (program and community events)

The Chamiza Foundation awardees highlighted the following Chamiza Foundation priority areas regarding this question:

### **Education**

- Youth Council Development

- Exhibits of various types
- Electronic billboards (program and community events)

### **Intergeneration**

- Youth Council Development

As previously mentioned, as we conducted our analysis we wanted to dig deeper into the analysis and determine what core values were being expressed by awardees when they answered this question. As a result, we found that participants conveyed the following core values:

### **Community**

- More food
- Incentives: t-shirts/Grown Veggies, etc/ gift cards
- Community involvement in projects/activities
- Electronic billboards (program and community events)

### **Way of Life**

- Invite more elders to share their knowledge

### **Balance**

- Find more fun things to do with group! Like Lea’s “Tai Chi” (Balancing out work and play)

### **SUMMARY**

Participants identified key components of organizational processes and strategies that would be needed to support the realization of their dreams. Participants were asked, “What small changes might encourage involvement with your project?” Participants stated that the following changes would encourage more involvement in their project: invite more elders to share their knowledge, find more fun things to do with group, set consistent dates for activities, provide more food and incentives like t-shirts/grown veggies, gift cards, build networks and improve/enhance advertising of programs and projects.



Zuni Youth Enrichment Program

THEMES

- Funding
- Knowledge
- Accountability
- Collaboration

CHAMIZA FOUNDATION  
PRIORITY AREAS

- Culture
- Education

CORE VALUES

- Community
- Governance

How has your partnership with the Chamiza Foundation enabled you to succeed?

There were four major themes that emerged from this question, they were: funding, knowledge, accountability, and collaboration

**Funding**

- Allows funding for food, buildings, etc.
- Flexible in funding project needs
- Funding: mentorship-personal/organizational sharing knowledge, etc.
- “Seed” money - expands development in other areas and to other tribes

**Knowledge**

- Clear process of deliverables
- Open doors
- Created intertribal collaboration

**Accountability**

- Create opportunities for collaboration,
- Commitments on various levels
- Project accountability (Keep focused on project goals)

**Collaboration**

- Created intertribal collaboration
- Create opportunities for collaboration
- Allows for a diversity of partnerships (i.e., can have grants from EPA as well as Chamiza)
- Inspired other partnerships

Chamiza Foundation awardees highlighted the following Chamiza Foundation priority areas in regard to this question:

**Culture**

- Open doors
- Culturally responsive with Pueblo Board
- Bring back cultural – supportive

**Education**

- Provided funds for videos
- Open doors
- Allows for the growth of programs
- Training ground for requesting grants
- Then can leverage with other foundations once have a Chamiza grant

As previously mentioned, as we conducted our analysis we wanted to dig deeper into the analysis and determine what core values were being expressed by awardees when they answered this question. As a result, we found that participants conveyed the following core values:

### **Community**

- Fill void to take mission to tribal community
- Open doors
- Created intertribal collaboration
- Create opportunities for collaboration
- Chamiza Board and Foundation is value driven
- Expand services to Tribe/populations

### **Governance**

- Create closer relationship with Tribal governments

### **SUMMARY**

Participants stated that their partnership with the Chamiza Foundation has enabled them to succeed since the foundation provides unrestricted flexible funding, seed funding, gives a clear process of deliverables, creates and nurtures intertribal collaborations, requires project accountability, allows for a diversity of partnerships, and have inspired other partnerships.



Zia Pueblo



## THEMES

Knowledge  
Foundational Component  
Accountability  
Food

## CHAMIZA FOUNDATION PRIORITY AREAS

Environment  
Education  
Language  
Youth Development

## CORE VALUES

Faith  
Governance  
Love  
Community  
Spirituality

## What motivates you to do the work you are doing now?

There were four major themes that emerged from this question, they were: knowledge, foundational component, accountability, and food

### **Knowledge**

- We know it's the right thing to do
- My own personal experience / story - was very hurtful - didn't want my child to go through the same thing
- Growing older - transformation of becoming an Elder motivates one to pass on the knowledge
- Mortality

### **Foundational Component**

- Our own children
- Undue colonized thinking
- Reinforce Pueblo / community values
- Opportunity to make a difference

### **Accountability**

- We know it's the right thing to do
- The need to walk the talk
- My parents
- Grandparent's dedication and commitment,
- Accountability to Zuni Community (Being accountable to self and people served)

### **Food**

- Through healthy-grown foods
- Growing healthy food crops

Based on the answers provided for the X question, Chamiza Foundation awardees highlighted the following Chamiza Foundation priority areas in regard to this question:

### **Environment**

- Reconnecting to our environment

### **Education**

- Undue colonized thinking

### **Language**

- Seeing children make progress in language
- Learning /value language concepts

## **Youth development**

- Our own children
- Hope for the future
- To see children realize capabilities

As previously mentioned, as we conducted our analysis we wanted to dig deeper into the analysis and determine what core values were being expressed by awardees when they answered this question. As a result, we found that participants conveyed the following core values:

## **Faith**

- We know it's the right thing to do
- Hope for the future

## **Governance**

- People asking for services from Tribal Council

## **Love**

- My own personal experience / story - was very hurtful - didn't want my child to go through the same thing
- Love for people served/community

## **Community**

- Our own children
- Need to respond to changes in Pueblo world
- Witnessing community dysfunctions
- Reinforce pueblo / community values
- Concern for well-being and community – people
- True feeling/satisfaction from work accomplished
- Making an Impact Daily - lives of people
- That program has changed/encourages participant to change

## **Spirituality**

- Being grateful for every day
- Working within communities - is a spiritual & collaborative/support

## **SUMMARY**

When we asked participants, “What motivates you to do the work you are doing now?”, they stated the following: We know it's the right thing to do, becoming an elder motivates one to pass on the knowledge, our own children, to undue colonized thinking, to reinforce Pueblo community values, it is an opportunity to make a difference, the need to walk the talk, grandparent's dedication and commitment, accountability to Zuni Community (Being accountable to self and people served).

## THEMES

Sharing Strategies  
Communication  
Community  
Engagement  
Food

## CHAMIZA FOUNDATION PRIORITY AREAS

Agriculture  
Intergenerational

## CORE VALUES

Community  
Respect  
Governance

## DESTINY

**What strategies will you use to share the story of your success with peers and community?**

There were four major themes that emerged from this question, they were:  
Sharing strategies, communication, community engagement and food

### **Sharing Strategies**

- To dream and to follow the dream
- Do it
- Take risks
- Fix problems - no blame
- Look at the big picture
- Open communication with each other - share ideas and improve goals, embrace concept of not taking tribal money.
- Ask for in-kind contribution, tribal sponsored lunch, etc.,
- Always plan for emergencies
- Gathering frequently to review progress
- Partner with another grantee - mentoring/support
- Farmer's Associations

### **Communication**

- Being proactive
- Seek continual improvement
- Schedule time to pursue desired goals
- Open communication with each other - share ideas and improve goals
- Alert for opportunities
- Inform people as far out as possible
- Clarify
- Be open - "wear your heart on your sleeve"
- Clear boundaries with groups interacting
- Allow time to tell the success stories
- Newsletters
- Posters
- Radio announcements
- Websites
- Facebook
- Emails
- Green Fire Times
- Do presentation for each (make it visual)
- List serve = Chamiza grantees
- Billboards

## **Community Engagement**

- Trust
- Make positive more positive
- Seek continual improvement
- Safety and comfort for selves
- SF Indian Center has a share Center
- Host Gathering in Tribal Communities - rotate sites
- Do presentation for each other (make it visual)

## **Food**

- Food: Food!
- Agriculture
- Intergenerational: Meet your participants as / where they are = take advantage of intergenerational opportunities

Chamiza Foundation awardees highlighted the following Chamiza Foundation priority areas regarding this question:

## **Agriculture**

- Farmers Associations

## **Intergenerational**

- Meet your participants as/where they are=taking advantage of intergenerational opportunities.

As previously mentioned, as we conducted our analysis we wanted to dig deeper into the analysis and determine what core values were being expressed by awardees when they answered this question. As a result, we found that participants conveyed the following core values:

## **Community**

- Transparent
- Focus on community building
- Community outreach events
- Building reliable support system - someone / others you can rely on
- Gathering frequently to review progress

## **Respect**

- Value Elders
- Respect time of participants

## **Governance**

- Meet and share with all Indian Pueblo Council

## SUMMARY

When participants were asked, “What strategies will you use to share the story of your success with peers and community?” Participants plan to share their stories of success using newsletters, posters, radio announcements, websites, Facebook, emails, billboards, and placing information into the Green Fire Times newspaper. Participants stated that they want open communication with each other where they can share ideas and improve goals. Additionally, participants stated that they want to partner with other grantees to provide mentoring support. Moreover, participants felt that it was important to do presentations for each other and to gather frequently to review project progress.



Santa Clara Pueblo Adult Regional Day Care Center

## THEMES

Collaboration  
Communication  
Sharing Strategies

## CHAMIZA FOUNDATION PRIORITY AREAS

Culture

## CORE VALUES

Understanding  
Reciprocity

**How might you strengthen collaboration and relations with peers and community resources?**

There were three major themes that emerged from this question, they were: collaboration, communication and sharing strategies

### **Collaboration**

- Meet with people from other programs

### **Communication**

- Reach out to network
- Don't assume, find out
- Assume the best
- Keep communication lines open
- Keep tribe in the loop
- Volunteer meetings / communication
- Send word out and need to other grantees
- Communicate / tribal programs
- Tribal newsletter
- Team building activities - Break down "silos"

### **Sharing Strategies**

- Don't recreate the wheel,
- Team building activities - Break down "silos"

Chamiza Foundation awardees highlighted the following Chamiza Foundation priority area regarding this question:

### **Culture**

- Invite to feast days
- Link to "Chaco" as a cultural activity
- Communication

As previously mentioned, as we conducted our analysis we wanted to dig deeper into the analysis and determine what core values were being expressed by awardees when they answered this question. As a result, we found that participants conveyed the following core values:

### **Understanding**

- Don't assume, find out
- Assume the best
- Keep tribe in the loop

### **Reciprocity**

- Meet others halfway - reciprocity

## SUMMARY

When participants were asked, “How might you strengthen collaboration and relations with peers and community resources?” They stated that they could keep communication lines open with tribal programs. Moreover, they would meet with people from various programs and keep them in the loop about their project progress. Additionally, they plan to strengthen relations by putting information into their tribal newsletter. Also, they would like to breakdown program silos by conducting team building activities, networking, and making use of work or research that has already been done, so that they are not “re-creating the wheel.”



Zuni Pueblo Ancestral Lands Program

## THEMES

Collaboration  
Communication

## CHAMIZA FOUNDATION PRIORITY AREAS

Culture  
Environment

## CORE VALUES

Spirituality  
Governance

## How might the Chamiza Foundation best support your future needs?

There were two major themes that emerged from this question, they were: collaboration and communication

### **Collaboration**

- Create and fund opportunities for collaborative efforts among grantees
- More Gatherings among grantees

### **Communication**

- Advocate for us to other funders
- Create forums to hear grantee participants - hear others' stories
- Chamiza can reach out to grantees if Chamiza has needs / requests
- Continue to link up grantees
- A newsletter about programs/information
- More Gatherings among grantees
- Chamiza - Get article about Grantees

Chamiza Foundation awardees highlighted the following Chamiza Foundation priority area regarding this question:

### **Culture / Environment**

- Support Creative Culture/Environmental issues

### **Spirituality**

- Gather for prayer - Valle Caldera

### **Governance**

- Gain support from APCG

## SUMMARY

When participants were asked, "How might the Chamiza Foundation best support your future needs?" Participants states that the Chamiza Foundation could create and fund opportunities for collaborative efforts among grantees, host more gatherings among grantees, advocate for them to other funders, create forums to hear from other grantees, continue to link up grantees, begin a newsletter that highlights foundation grantees and foundation information. Additionally, participants stated that the foundation can help them sustain their work through funding program staff, keeping the application process similar. Furthermore, Chamiza Foundation grantees stated that the foundation can reach out to grantees if Chamiza has any needs or requests.



## DEFINITIONS

### *Themes*

COLLABORATION	Pueblo programs or Pueblo communities working together to produce or create something.
KNOWLEDGE	This theme in general is more closely aligned with “Pueblo knowledge,” which includes Pueblo people’s cultural understandings, skills, and philosophies. This knowledge was developed by Pueblo people’s long histories of interactions with their natural surroundings. For Pueblo people, local knowledge informs decision making about fundamental aspects of day-to-day life.
CULTURE	The customs, arts, social institutions, and achievements of a Pueblo people.
WOMEN	This theme in general is more closely aligned with “Pueblo women”
NEW IDEAS	A formulated thought or opinion; a plan for action within the Pueblo(s).
DETRIMENTAL COMMUNITY CHALLENGES	Issues that cause harm to Pueblo communities
RESPONSIBILITY	The state or fact of being answerable to Pueblo people/communities.
ACCOUNTABILITY	The fact or condition of being responsible for the decisions you make that impact the Pueblo as a whole or the specific program/project you are working on.
COMMUNICATION	The imparting or exchanging of information or news; the successful conveying or sharing of ideas and feelings within a Pueblo community.
FOOD	Any nutritious substance that people eat or drink to maintain life and growth; a way to attract community members to community events/meetings; items that are grown or harvested by Pueblo farmers.
FUNDAMENTAL COMPONENT	Serving as an essential structure or function to Pueblo way of life.
COMMUNITY ENGAGEMENT	A critical component of working with Pueblo communities. This includes engaging in ‘bottom-up’ approaches that address community needs and aspirations. Community engagement is participatory and is used to shape project and Pueblo program development.

*Chamiza Foundation*  
*Priority Areas*

LANGUAGE	Language preservation and revitalization programs. This encompasses all Pueblo languages which includes –Tiwa, Tewa, Towa, Keres and Zuni.
TRADITIONAL ARCHITECTURE	Traditional architecture and buildings. This includes all Pueblo wide community shared structures except for ceremonial buildings
AGRICULTURE	This includes sustainable agriculture, traditional food ways and cooking practices; understanding of plants and their medicinal uses.
ARTS & CRAFTS/ INTERGENERATIONAL	Traditional arts and crafts instruction with a focus on intergenerational emphasis.
HISTORY/STORYTELLING	Tribal and ancestral history; oral histories and storytelling.
YOUTH	Youth education and leadership: traditions and elements of ceremonial life; ecology and environmental stewardship; innovative uses of technology. Special consideration is given to programs that include a language component.
INTERCULTURAL	Exchange and education between Pueblos and various cultures.

*Core Values*

LOVE	Strong connection, attachment and commitment to self, family, community arising out of kinship or personal ties.
RESPECT	Expressions of high or special regard towards self, family, community, and Pueblo way of life.
COMPASSION	Understood consciousness of others' distress together with a desire to alleviate it.
FAITH	Unwavering belief in our creator, spirituality, and traditional ways of Pueblo life. Firm trust that our paths will lead us all to our intended purpose within the Pueblo worlds.
UNDERSTANDING	The ability to comprehend relationships between all living entities.
SPIRITUALITY	Attachment to Pueblo religious values
BALANCE	To bring into harmony all essential life elements on Mother Earth.

PEACE

Maintaining harmony among all living things.

EMPATHY

The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner.



Santa Fe Indian School Keres Language Program



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