



AN/NHIAC CENTRAL

Providing Economic Opportunity in Alaska Native/Native Hawaiian Country

HUD Grants Expand Alaskan and Hawaiian Native Development

Over the past 3 years the U.S. Department of Housing and Urban Development's (HUD's) Office of University Partnerships (OUP) has worked with Alaska Native and Native Hawaiian Institutions (AN/NHIs) to expand their role and effectiveness in addressing community development needs in their localities. The institutions of higher learning that apply for and receive AN/NHI Assisting Communities (AN/NHIAC) grants serve a significant native student population. Alaska Native institutions are required to serve at least 20 percent native population, and native Hawaiian institutions are required to maintain 10 percent native population in their undergraduate student body.

Many projects undertaken by the grantees assist communities to build upon their unique heritage. "We encourage our students to stay in their community, and we try to provide them an opportunity to participate in community service

The expanding role of institutions of higher learning is helping to ensure that isolated communities in Alaska and Hawaii are able to participate in growing economic opportunities. The Department of Housing and Urban Development, through the Office of University Partnerships, is committed to providing the tools and resources necessary for growth.

—Mel Martinez, Secretary of Housing and Urban Development

AN/NHIAC Eligible Activities

Each activity proposed by potential AN/NHIAC grantees must meet at least one of three national objectives for the CDBG program. The activity must:

- Benefit low- and moderate-income people.
- Aid in the prevention or elimination of slums or blight.
- Meet other community development needs having a particular urgency because existing conditions pose a serious and immediate threat to the health and welfare of the community where other financial resources are not available to meet such needs.

In addition to meeting the national CDBG program objectives, eligible activities are required to meet goals specific to the AN/NHIAC program including:

- Acquisition of real property.
- Clearance and demolition.
- Rehabilitation of residential structures to increase housing opportunities.
- Direct homeownership assistance to low- and moderate-income people.
- Special economic development activities.
- Eligible public service activities.
- Rehabilitation of residential structures to increase housing opportunities and rehabilitation of commercial or industrial buildings to correct code violations.
- Establishment of a community development corporation to undertake eligible activities. ❖

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AN/NHIAC Central is a free publication prepared by the University Partnerships Clearinghouse, the information service sponsored by HUD's Office of University Partnerships (OUP). AN/NHIAC Central highlights the contributions of AN/NHIs to local community efforts. You may contact the University Partnerships Clearinghouse at (800) 245-2691. See the Office of University Partnerships on the World Wide Web at <http://www.oup.org>.

Development Helps Retain High School Graduates

“We are working to blur the lines between high school and college,” states Michael Pecsok, assistant dean for academic services at Leeward Community College (LCC). The college and its local partners are building upon a successful high school digital media and video production program to bring high quality production to private- and public-sector organizations. This project will develop a seamless curriculum and enhance technology resources shared by the college and Waianae High School. One primary goal is to encourage graduating high school seniors to remain in the community, continue their education at Leeward, and become role models for other students.

Separated from the rest of Oahu by a volcanic ridge with only a single road connecting it to the rest of the island, the Waianae Coast communities are faced with many barriers to economic development. The state of Hawaii is creating strong technology niches for itself through a series of tax measures and is actively marketing its unique resources. A local company is building a 21st-century planned community in the Waianae Coast area, and the Waianae Community Coalition (WCC) wanted to ensure that high technology jobs would be available for existing and future residents. WCC formed a *hui*, or club, to take advantage of developing opportunities and bring the benefits of technology to the community.

Waianae High School has an active, award-winning digital media and video production curriculum known as Searider Productions. “One of our goals is to create a program and establish a modern facility that encourages high school students to continue their multimedia work at LCC and continue to give back to the community,” states Pecsok. To achieve that goal, LCC worked with WCC, the high school,

and Olelo—the local cable access channel—to refurbish the high school’s multimedia facility. The college used its HUD grant to pay for the restoration of the building and Olelo provided new production equipment.

“The quality of the commercial work done by the high school and college students is outstanding,” states Pecsok. The high quality of the work is attributed to high school teacher Candy Suiso and John Allen, a graduate of her program and local Emmy winner. “They both understand that their roots are in the community, and they work to keep graduates in the area,” adds Pecsok.

The end of the HUD grant term does not mark the end of the project. The group is currently working with American Healthways to produce public access commercials aired on Olelo and plans to market the services to a broader audience soon. Olelo is the group’s first paying client. “Working on public service announcements and working with a client provides our students with real-world problems and solutions,” states Pecsok.

To create a seamless transition from the high school program to Leeward, Pecsok is working with the Hawaii Technology Trade Association to make sure that the curriculum meets industry standards. This will ensure that students who earn a degree at LCC will be able to enter the workforce in the multimedia field or move on to programs at the University of Hawaii or similar bachelor programs at other universities.

For more information contact Michael Pecsok, assistant dean for academic services, Leeward Community College, at (808) 455-0269. ♦

AN/NHIAC Grants Promote a Broad Array of Activities

The 10 colleges and universities that received AN/NHIAC grants in the past 3 years are engaged in a broad array of projects designed to harness the energy of their communities and build upon the cultural heritage of each region. The following descriptions summarize the types of activities that grantees are undertaking. Because grantees may engage in many activities, the summaries are not inclusive of the entire range of work in which they are engaged but highlight major activities in each community.

Ilisagvik College is using an AN/NHIAC grant to create an economic development and training center for the North Slope Borough, Alaska's largest and northern-most region. The center will address the region's needs for small business development, resource coordination, and diversified revenue base. The college intends to leverage public and private funds to help prepare Inupiat and non-Inupiat residents for economic change.

The University of Hawaii-Kauai Community College is working with the Department of Hawaiian Homelands to construct and rehabilitate a youth center and provide supportive services to area residents who come to the center. These services include after-school programs, life-skills training, substance abuse prevention, health education and screening, and vocational training. The program is designed to provide participants with the knowledge and skills to empower themselves and their community.

The University of Hawaii-Leeward Community College (LCC) is using an AN/NHIAC grant to create a telecommunications institute for economic development in the predominantly Native Hawaiian community along the Waianae Coast of Oahu. The college renovated the digital media and video studios at the high school and is

developing economic opportunities for jobs in the digital media and video production fields while helping residents start new digital media technology businesses.

LCC also received a grant to support and sustain the 2-year Waianae Organic Agriculture Initiative. This program expands the institution's role and effectiveness in addressing community development needs—principally the improvement of Waianae's food security along the Waianae Coast. The school will acquire eight acres of land and buildings, establish the Waianae Organic Agricultural Center, and develop curricula for a microenterprise training program.

The University of Hawaii-Maui Community College received an AN/NHIAC grant to help the people of Molokai implement an agriculture-based, business development program. Unemployment on the island is 14 percent, and 25 percent require public assistance. The project, which will be implemented at the Molokai Education Center, will help create new farm development and other entrepreneurial agricultural activities, creating sustainable employment that also reflects the cultural values of the community.

The University of Alaska Fairbanks-Bristol Bay Campus received an AN/NHIAC grant to provide employment training to residents of the Bristol Bay, Alaska, area. The campus is working with 12 communities and other local partners to develop a means of providing alternative employment to the declining red salmon commercial fishing industry. People enrolled in the training program are taught housing construction, renovation, building, and telecommunication hardware and software maintenance.

The University of Alaska Fairbanks-Chukchi Campus is using an AN/NHIAC grant to work with the Northwest Arctic Borough to construct

an artist's shop and retail store. The Sulainich Arts Center will benefit residents of Kotzebue, an Inupiaq Eskimo community located 30 miles above the Arctic Circle. The arts center will house a local arts cooperative that will offer members the opportunity to build individual microbusinesses and make a living by creating and selling traditional arts and crafts.

The University of Alaska Fairbanks-Interior-Aleutians Campus received an AN/NHIAC grant to renovate two historic buildings and convert them into local museums. The first schoolhouse in McGrath will house the Tochak Museum. An Episcopalian mission in Anvik will house the Anvik Museum. Broad partnerships were created to plan and implement these projects. Both museums will be places for people to gather, recognize, and celebrate their history and culture.

The University of Hawaii-West Oahu campus received an AN/NHIAC grant to enhance its efforts to create the Hana Marketplace in a remote community of 2,000 residents located on the western coast of Maui. The Hana Marketplace will provide commercial space for resident-owned small businesses, create new job opportunities, offer training in entrepreneurial enterprises and computer applications to business management, and encourage the startup and incubation of local companies by getting their operations online through computer technology training.

The University of Hawaii at Manoa received an AN/NHIAC grant to expand its role in addressing the community development needs in the Native Hawaiian communities of Papakolea and Maunaloa Valley. The university, in partnership with several community-based organizations and residents, will assist in the rehabilitation of the Papakolea Community Center,

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Unique Challenges, Imaginative Solutions

Diversifying a local economy is not an easy undertaking, but the Bristol Bay Campus (BBC) of the University of Alaska, Fairbanks, in Dillingham, Alaska, is using an AN/NHIAC grant to achieve that challenge. Working with 12 native Alaskan villages spread over a region the size of Ohio presents unique challenges to BBC but provides an opportunity to incorporate unique solutions. “The area that we cover and the isolation of the villages required us to find innovative ways to provide training and offer ongoing education to our students and the communities we serve,” states Deborah McLean-Nelson, BBC executive director.

Most of the area residents depend upon a dwindling fishing industry for their livelihood. The downturn in the fishing industry combined with the region’s isolation leaves limited opportunity for personal economic development. BBC began working with six native villages ranging in size from 50 to 700 people but doubled the number of participating villages—illustrating the need for

the program and residents’ desire to engage in training opportunities.

The goal of BBC’s program is to develop and offer a curriculum that teaches construction training skills to local residents. This approach is designed to help build a local workforce that can address deteriorating housing conditions and keep aging heating boilers in good repair. “Most of the housing stock in these communities was built by outside labor, and any substantial repairs require an outside contractor to fix the problems,” remarks McLean-Nelson. Training a local workforce will help communities address these problems themselves and add to the overall capacity of the community.

To ensure that training is ongoing, BBC is teaching students to maintain a broadband satellite link that provides distance education and other training and information opportunities. When completed, the broadband link will offer students an opportunity to enhance their skills and provide local residents training sessions in homeownership and maintenance.

BBC teamed with Alaska Works Partnership to develop the training curriculum. They recruited and advised prospective students, provided transportation to the Southwest Vocational Technical Center in King Salmon for the training sessions, and tracked participant success posttraining to evaluate the program. With help from HUD and state and local partners, BBC is preparing residents to master the skills needed to build, repair, and maintain homes in their communities. Some participants have opted to learn pre-apprenticeship skills and qualify for the Building and Maintenance Repair Construction Trade apprenticeship program. Other participants chose to learn about the maintenance and repair of boilers.

Training sessions are 2 to 6 weeks long. Class size ranges from 7 to 15 for construction training but is limited to 12 for the computer training classes. “Our graduates are successful in finding employment in their home villages,” states McLean-Nelson.

Future plans include expanding the satellite and distance training opportunities for local residents. BBC is working with the National Center for Construction Education and Research to develop and offer blackboard distance training that will help participants gain the knowledge necessary to qualify for the Building and Maintenance Repair Construction Trade apprenticeship program. This technology is currently used by area high schools in their building trades programs. Connecting residents to information and providing opportunities to enhance their skills is leading to a workforce that is capable of expanding its communities’ economic base.

For more information contact Deborah McLean-Nelson, executive director of Bristol Bay Campus, at (907) 842-5109. ❖

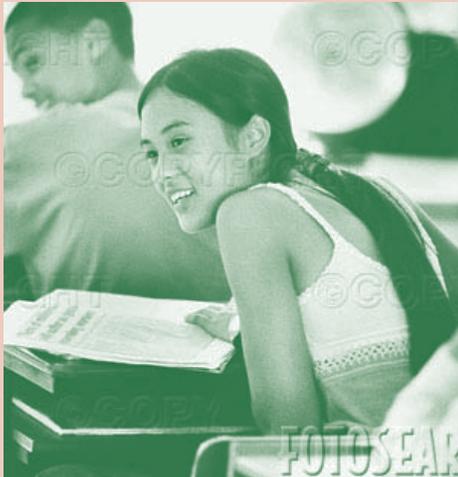
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aid in the construction of the Maunaloa Valley Community Center, and develop and expand recreational, educational, community visioning, and economic development programs with a special effort to incorporate Native Hawaiian culture and language.

The University of Hawaii-Windward Community College will use its AN/NHIAC grant for a community development project. Together with the Housing and Community Development Corporation of Hawaii, Windward Community College will begin the HOPE VI Phase I redevelopment and

revitalization of Kuhio Park Terrace in the older, low- to moderate-income neighborhood of Kalihi-Palama. A 50,000-square-foot community resource center will be constructed and become home to the Parents and Children Together organization that will play an instrumental role in providing life skills, jobs, and microenterprise training programs. The University of Hawaii’s Employment Training Center will operate a fully operational training kitchen and food service area for residents. ❖

work,” explains Mike Pecsok, assistant dean for academic services at Leeward Community College. The communities that grantees serve with the program are located in areas isolated from major metropolitan areas. The isolation has helped communities maintain traditional ways of life and preserve their cultural heritage but limits the range of economic opportunities for residents.



Local residents often deal with high rates of poverty, deteriorating housing conditions, lack of economic opportunity, and the social problems associated with these conditions. These communities often do not turn to outside help for assistance but rather seek the means to change their community from within. The AN/NHIAC grantees design programs and provide the tools that assist communities in overcoming barriers to successful economic development while preserving each community's cultural heritage.

The projects that grantees undertake are as varied and unique as the locations where they live, but each project attempts to address each community's cultural heritage, traditions, and vision for the future. The purpose of the AN/NHIAC program is to assist AN/NHIs to expand their role and effectiveness in addressing community development needs in their localities,

including neighborhood revitalization, housing, and economic development. “We are working with communities to expand their economic base and provide the skills necessary for residents to succeed,” states Deborah McLean-Nelson, executive director of University of Alaska-Bristol Bay Campus.

Each year HUD invites eligible institutions—as defined by the Higher Education Act of 1965—to apply for AN/NHIAC grants. In 2003 the department allocated approximately \$2.9 million and made an additional \$4 million available from previously unexpended funds, all of which will be split equally between ANIs and NHIs. The maximum award amount for individual grantees is limited to \$800,000 to be spent within 36 months of receiving the grant. All activities proposed for funding must meet national objectives established by the Community Development Block Grant program. ♦

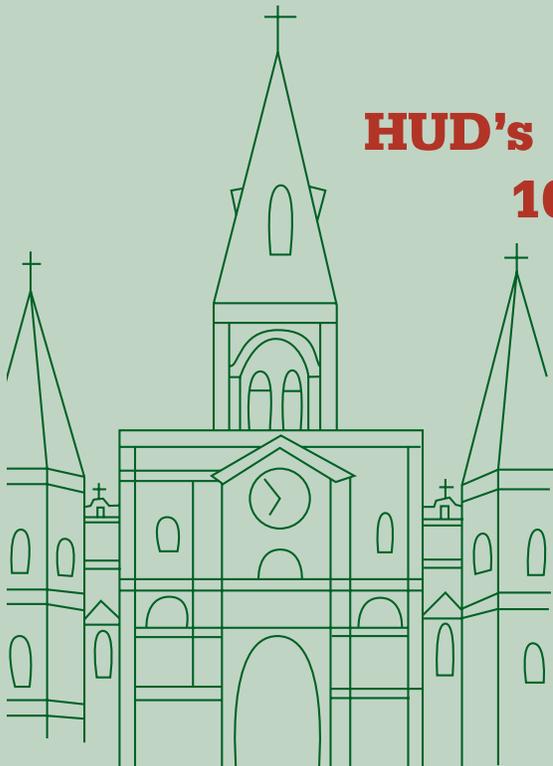
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2000-2002 AN/NHIAC Grantees



- 1) Kauai Community College
- 2) Leeward Community College
- 3) University of Hawaii-West Oahu
- 4) Windward Community College
- 5) University of Hawaii at Manoa
- 6) Maui Community College

- 7) University of Alaska, Fairbanks-Bristol Bay Campus
- 8) University of Alaska, Fairbanks-Chukchi Campus
- 9) Ilisagvik College
- 10) University of Alaska, Fairbanks-Interior Aleutians Campus

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