



Minority-Serving Institutions of Higher Education

*Serving Communities,
Revitalizing the Nation*



PD&R

Office of University Partnerships

U.S. Department of Housing and Urban Development
Office of Policy Development and Research



Minority-Serving Institutions of Higher Education: Serving Communities, Revitalizing the Nation highlights the accomplishments of grantees in OUP's four minority-serving programs: Historically Black Colleges and Universities, Hispanic-Serving Institutions Assisting Communities, Tribal Colleges and Universities program, and Alaska Native/Native Hawaiian Institutions Assisting Communities.

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Opinions expressed in these profiles are those of the authors and do not necessarily reflect the views and policies of the U.S. Department of Housing and Urban Development.

FOREWORD

During the past decade, four grant programs sponsored by the U.S. Department of Housing and Urban Development (HUD) have supported the important work of a special group of colleges and universities. These institutions of higher education stand out because of their single-minded dedication to a common mission: to ensure that minority students enjoy equal access to knowledge and opportunity through the pursuit of higher education.

By remaining true to this central mission over time, minority-serving institutions have played an important role in the history of our nation. At critical times in that history, they have offered African-American, Hispanic-American, Native-American, Alaska-Native, and Native-Hawaiian young people an educational home and a nurturing environment where they have gained the skills and the confidence they needed to succeed. Equally important to HUD, these colleges and universities have played a critical role in stabilizing and revitalizing the communities in which they are located.

Minority-serving institutions deserve the nation's gratitude for the contributions they have made to the education of some of our most prominent and promising citizens. They especially deserve HUD's gratitude for the work they have done, using funds from the department's Office of University Partnerships, to revitalize both rural and urban communities throughout this country. Within these communities, minority-serving colleges and universities have collaborated with local partners to rebuild crumbling neighborhood infrastructures, assist and encourage new businesses, provide job training for the unemployed and underemployed, offer social and supportive services to at-risk residents, preserve the cultural heritage of their ethnic communities, and guide young people toward brighter futures.

HUD regards minority-serving institutions as valuable partners in its efforts to empower local communities and the people who live there. We are proud to assist these colleges and universities in their endeavors and proud to share, through this publication, the inspiring stories of their many successes.

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INTRODUCTION

Institutions of higher education (IHEs) that serve minority populations are unique both in their missions and in their day-to-day operations. Some of these colleges and universities are located in remote regions of the country, while others serve congested urban neighborhoods. Their constituents range from Native Americans, the country's oldest residents, to Hispanic Americans, who count themselves among its most recent arrivals. Some minority-serving institutions (MSIs), like Tribal colleges and universities (TCUs), are only a few decades old, while historically black colleges and universities have been in existence for more than a century.

MSIs are both integral and essential to their communities. Through executive orders and special legislation enacted over the past 20 years, the federal government seeks to strengthen the prominent role these colleges and universities play in their communities and provide a structured means for these institutions to access federal funds. As part of this federal outreach effort, the Office of University Partnerships (OUP) in the U.S. Department of Housing and Urban Development (HUD) administers four grant programs for MSIs. This publication highlights the accomplishments of those four programs:

- The Historically Black Colleges and Universities (HBCU) program.
- The Hispanic-Serving Institutions Assisting Communities (HSIAC) program.
- The Tribal Colleges and Universities Program (TCUP).
- The Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) program.

Office of University Partnerships

HUD created OUP in 1994 to help colleges and universities solve local problems at the local level through partnerships that engage all stakeholders. During the past 15 years, HUD's support has helped OUP grantees and their partners leverage millions of dollars in cash and in-kind resources to revitalize communities and establish campus-community relationships that continue to develop and mature. Grantees use OUP funds to:

- **Create opportunities for community development.** OUP grantees typically have a long history of involvement in the neighborhoods where they are located. For this reason, they are committed to revitalizing their neighborhoods so that local residents can live in decent, affordable housing; work in thriving commercial districts; feel safe and secure; and enjoy an ever-improving standard of living.
- **Create opportunities for small businesses.** OUP grantees work hard to provide local entrepreneurs with the skills and training they need to start and maintain their own businesses. These MSIs firmly believe that the economic health of their communities depends on the health of small businesses, and that economic opportunity often comes to individuals who can parlay their skills and talents into creative and sustainable enterprises.

- **Create opportunities for individuals and families.** Residents of low-income communities often face daunting challenges as they try to provide adequate education for their children, prepare themselves for better paying jobs, maintain their health, and enhance their cultural life. MSIs play a unique and vital role in community coalitions that are addressing these issues and, in the process, transforming communities by strengthening individuals and families.
- **Create opportunities to serve more students.** OUP grants help Tribal colleges and universities address one of the major challenges they face: improving the quality and number of their physical facilities. TCUs use those funds to build libraries and classrooms, health centers, technology centers, administrative offices, early childhood development centers, student housing, tribal museums, job training centers, and bookstores. They also carry out essential upgrades to such basic campus facilities as fire alarms, heating and air conditioning systems, sewage treatment plants, and parking.

Grant Activities

OUP grant activities must meet at least one of the Community Development Block Grant's national objectives, which are: benefit low- or moderate-income individuals, aid in the prevention of slums or blight, or meet other community development needs having a particular urgency because they pose a threat to the health and welfare of the community and other financial resources are not available to address them.

MSIs have used their HBCU, HSIAC, or AN/NHIAC funds for a variety of activities, including, but not limited to the following:

- Constructing and rehabilitating affordable housing.
- Constructing, rehabilitating, and expanding public facilities, including recreation centers, multipurpose centers, daycare facilities, computer centers, parks, and playgrounds.
- Improving community infrastructure, including water and sewer lines, streets, and sidewalks.
- Constructing and rehabilitating commercial buildings for the purpose of promoting economic development.
- Creating and expanding small business incubators and other programs that help establish or expand microbusinesses.
- Creating Community Development Corporations (CDCs) and providing technical assistance to those CDCs.
- Promoting homeownership through downpayment assistance, homeownership counseling and training, Individual Development Accounts, and other assistance programs.
- Establishing and implementing adult education initiatives, including literacy, job training, vocational training, General Educational Development preparation, and self-improvement programs.



UTB interns from the School of Health and Science

- Establishing and implementing daycare, health/wellness, and substance abuse counseling programs.
- Establishing and implementing crime prevention and public safety programs.
- Providing services for homeless people.
- Providing energy conservation counseling and testing.
- Establishing and implementing tutoring, mentoring, and educational enrichment programs for young people.
- Assisting local communities by developing and implementing comprehensive, housing, land use, conservation, historic preservation, environmental, and economic development plans.

Unlike other OUP grantees, TCUs can also use TCUP funds to build, renovate, expand, and equip their own campus facilities, including but not limited to:

- Classrooms.
- Administrative offices.
- Health/wellness and cultural centers.
- Gymnasiums.
- Technology Centers.
- Libraries.
- Utility and infrastructure upgrades.

For more information about OUP grant programs, visit www.oup.org.

About This Publication

This publication illustrates the important role that MSIs play in improving their local communities and the nation as a whole.

Chapters 1 through 4 provide background about MSIs, their unique history and mission, and the challenges they face as they serve their target populations.

Chapters 5–7 highlight the important work that 18 MSIs are doing to revitalize their communities, support local businesses, and help at-risk individuals and families build better lives for themselves.

Chapter 8 illustrates how OUP funds are helping five TCUs enhance their infrastructure and expand their campuses so they can serve more students.



Lolana Medeiros of Wiwo'ole Bakey, Hawaii.



SECTION I:

Minority-Serving Institutions
of Higher Education

Historically Black Colleges and Universities

Higher education for young African Americans was virtually nonexistent until 1837 when philanthropist Richard Humphrey bequeathed one-tenth of his estate—about \$10,000—to help his Quaker community design and establish a school in Philadelphia “to instruct the descendents of the African Race.”

As a result of that bequest, the Institute for Colored Youth soon became the first historically black college and university (HBCU) in the nation. The institute served the Philadelphia community until 1902, when it moved to a farm outside the city and became Cheyney University. Now a part of the Pennsylvania State System of Higher Education, Cheyney today claims 10,000 alumni, who work in such fields as education, journalism, medicine, science, law, communication, and government service.

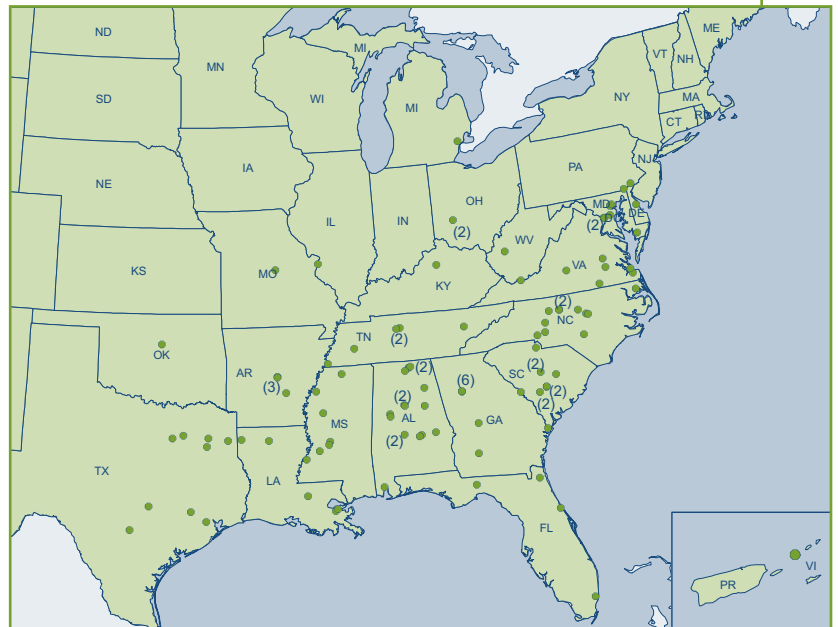
Throughout its 170-year history, Cheyney has remained true to its original and singular purpose: to educate the nation’s African Americans. That mission is shared by all of the 105 institutions of higher education designated (IHEs) as HBCUs. These colleges and universities, located in 19 states, the District of Columbia, and the U.S. Virgin Islands, continue to fill a critical need for education among African Americans, says Dr. Leonard Haynes, executive director of the White House Initiative on Historically Black Colleges and Universities. According to Dr. Haynes, the need for HBCUs has not diminished in recent years, in spite of the abolition of slavery and the *Civil Rights Movement* of the 1960s.

“If historically black colleges and universities did not exist today, they would have to be created, and there would be a major movement to create them,” says Haynes. “These institutions of higher education were

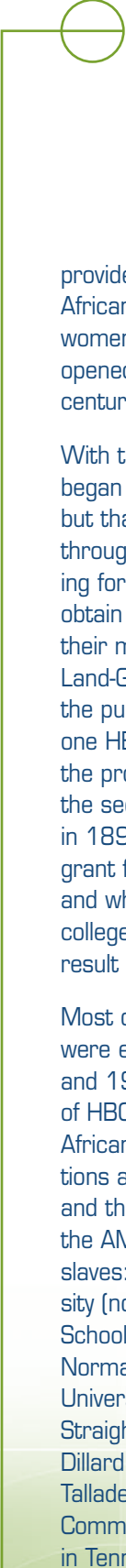
established because no one else was interested in educating African Americans, either because of legalized segregation, neglect, ignorance, or arrogance. They have played a major role in the education of African Americans, and they continue to meet an unmet need. Until our society decides that every institution bears a responsibility for educating those who call themselves American citizens with equity and parity, these schools have to exist.”

Early History

Only two HBCUs besides Cheyney University existed before the start of the Civil War. Lincoln University in Chester County, Pennsylvania, was established as Ashmun Institute in 1854 and renamed Lincoln University in 1866. It was originally intended to



Location of Historically Black Colleges and Universities.



provide education in the arts and sciences to young African-American males but opened its door to women in 1866. Ohio's Wilberforce University, which opened in 1856, was named to honor the 18th-century abolitionist William Wilberforce.

With the abolition of slavery in 1865, freed slaves began to enjoy greater access to higher education, but that access was provided almost exclusively through HBCUs. Despite their singular role in educating former slaves, however, HBCUs struggled to obtain the financial support they needed to carry out their missions. For example, when the 1862 Morrill Land-Grant Act gave federal lands to the states for the purpose of opening colleges and universities, only one HBCU, Alcorn State University, was included in the program. It would be almost 3 decades before the second Morrill Land-Grant Act, which became law in 1890, specified that states using federal land-grant funds had to open their schools to both blacks and whites or set aside money for segregated black colleges. Sixteen HBCUs received land grants as a result of that legislation.

Most of the public institutions certified as HBCUs were established by state legislatures between 1870 and 1910. Prior to 1870, however, the majority of HBCUs were private institutions established by African Americans with support from such organizations as the American Missionary Association (AMA) and the Freedmen's Bureau. After the Civil War, the AMA founded 11 schools and colleges for freed slaves: Berea College in Kentucky; Atlanta University (now Clark Atlanta University) in Georgia; Fisk School (now Fisk University) in Tennessee; Hampton Normal and Agricultural Institute (now Hampton University) in Virginia; Tougaloo College in Mississippi; Straight College and New Orleans University (now Dillard University) in Louisiana; Swayne School (now Talladega College) in Alabama; LeMoyne Normal and Commercial School (now LeMoyne-Owen College) in Tennessee; Huston-Tillotson University in Texas;

and Avery Normal Institute, which is now part of the College of Charleston in South Carolina. Together, the AMA and the Freedmen's Bureau established Howard University in Washington, D.C. These schools would thrive over the next decades, supported primarily by the generosity of such philanthropists as John D. Rockefeller and Andrew Carnegie. They would also gain important credibility in 1928 when the Southern Association of Colleges and Schools began formally surveying and accrediting them.

HBCUs were not immune to the hardships brought on by the Great Depression and World War II, which seriously affected their budgets at a time when philanthropic support was diminishing throughout the nation. At the urging of Dr. Fredrick D. Patterson, president of the Tuskegee Institute, presidents of private HBCUs banded together in 1944 to establish the United Negro College Fund (UNCF), which became an effective fundraising vehicle for the colleges. Today, UNCF helps more than 65,000 students attend college each year by providing operating funds to its 39 member colleges, administering 300 scholarship and internship programs, and serving as a national advocate for the importance of minority higher education.

Since World War II, a number of legislative initiatives and judicial decisions have helped to strengthen HBCUs. In 1954, the now-famous *Brown v. The Board of Education* decision took issue with "separate but equal" schooling and forced states to increase their funding of HBCUs and open their other universities to African Americans. Ten years later, the Civil Rights Act of 1964 gave the federal government greater power to enforce desegregation. The Higher Education Act of 1965, as amended, provided enhanced public funding for HBCUs and, for the first time, defined an HBCU as any accredited college or university that was established prior to 1964 and whose principal mission "was, and is, the education of black Americans."

Four presidents have signed Executive orders aimed at ensuring that designated HBCUs have access to their share of federal resources. The first Executive order, signed by President Jimmy Carter in 1980, established a federal program “to overcome the effects of discriminatory treatment and to strengthen and expand the capacity of historically black colleges and universities to provide quality education.” Subsequent Executive orders established the White House Initiative on Historically Black Colleges and Universities to reinforce educational excellence in the nation’s HBCUs and the Presidential Advisory Board on Historically Black Colleges and Universities to advise the President and the Secretary of Education on ways to strengthen HBCUs. The most recent Executive order, signed by President George W. Bush in 2002, transferred the White House Initiative on Historically Black Colleges and Universities to the Office of the Secretary within the U.S. Department of Education. The order also required federal departments and agencies to establish clear goals for how they will “increase the capacity of historically black colleges and universities to compete effectively for grants, contracts, or cooperative agreements.” The U.S. Department of Housing and Urban Development (HUD) is one of those agencies.


Extraordinary Accomplishments

Despite their humble beginnings and their perennial financial struggles, the nation’s 105 HBCUs can point to an extraordinary list of accomplishments during their nearly 200 years of existence. Although HBCUs represent only 3 percent of the nation’s IHEs, they graduate nearly one-quarter of African Americans who earn undergraduate degrees, according to UNCF. In addition, these colleges and universities graduate more than half of African-American professionals. They award more than one in three of the natural science degrees and half of the mathematics degrees held by African Americans.

Given these statistics, it is not surprising that HBCUs count some of the most prominent Americans among their alumni. That impressive list includes:

- Early leaders of the African American community, including Booker T. Washington (Hampton University) and W.E.B. DuBois (Fisk University).
- Civil Rights leaders such as Dr. Martin Luther King, Jr. (Morehouse College), Rosa Parks (Alabama State University), and Medgar Evers (Alcorn State University).
- National leaders, including former Supreme Court Justice Thurgood Marshall (Lincoln University), former Legislator Barbara Jordan (Texas Southern University), and former United Nations Ambassador Andrew Young (Howard University).
- Literary giants such as Nikki Giovanni (Fisk University), Langston Hughes (Lincoln University), and Ralph Ellison (Tuskegee University).

These Americans, and thousands of other HBCU graduates like them, have helped to create a legacy that distinguishes HBCUs from other IHEs. Through their accomplishments, these alumni have underscored the chief characteristics of HBCUs: they are highly supportive learning communities that offer students the knowledge and skills they need to succeed, instill in them an appreciation of their potential to accomplish great things, and provide an historic perspective on the African-American experience. The keys to student success, says Haynes, are dedicated faculty members, many of whom are HBCU graduates, who understand the singular mission of their HBCUs, have benefitted from the student-centered focus of these institutions, and are committed to doing everything in their power to ensure that their students receive the encouragement and support they need to be successful.



“Grantees have also invested heavily in building the capacity of local residents of all ages so they can become responsible citizens and community leaders.”

— Dr. Leonard Haynes, executive director of the White House Initiative on Historically Black Colleges and Universities



“Even if you spend only one semester at a Black college, something is different about you when you leave,” says Dr. Haynes, who received a bachelor’s degree in history from Southern University at Baton Rouge in 1968, and a doctorate in higher education administration from Ohio State University. “You have a more focused orientation about what your potential is, what the possibilities for you are, and the fact that you can make a positive contribution to improving the quality of life for all citizens. These institutions are dedicated to the betterment of their students and you can document that historically. Other institutions often find this difficult to do.”

HBCUs as Engines of Community Development


While student educational success is the primary mission of HBCUs, says Dr. Haynes, these colleges and universities also take a keen interest in the well-being of their communities. “Since their inception, HBCUs have been like the oasis or the beacon of hope in many of the communities in which they are located,” he says.

In fact, says Dr. Haynes, HBCUs are often economic engines in their local neighborhoods. His assertions are backed by research. *Economic Impact of the Nation’s Historically Black Colleges and Universities*, a 2006 study by the National Center for Educational Statistics, showed that HBCUs spend a total of \$6.6 billion in their communities. According to the report, these colleges and universities also generate a labor income impact of \$4 billion by bringing a total of 180,000 total full- and part-time jobs to the communities in which they operate.

“These colleges are reaching out to their respective communities to do whatever they can to help improve them,” says Haynes. “In some cases, if the colleges didn’t exist, those communities would die.”

Dr. Haynes credits HUD’s HBCU program with helping HBCUs nationwide carry out community and economic development activities and projects in their communities and surrounding area. Since 1991 HUD’s HBCU program has provided \$146.6 million in grants to help HBCUs in 16 states, the District of Columbia, and the U.S. Virgin Islands play active roles in revitalizing their local communities and has made more than 263 grants to HBCUs. HUD also provides technical assistance to HBCUs to help them conduct projects that fulfill HUD’s goals and help apply for funding from other agencies.

HBCU grantees have used HUD HBCU grant funds to revitalize their neighborhoods, many of which have deteriorated gradually over many years and generally been ignored by the larger community. Rather than ignoring local challenges, HBCU grantees have established and supported community development corporations that are carrying out ambitious plans to build and rehabilitate local housing, promote homeownership, and bring economic development opportunities to distressed areas. Grantees have also worked with local partners to create strategic plans for neighborhood growth and development; establish community centers that provide adult education, job training, and computer classes to the unemployed and the underemployed; and offer training and support to local residents interested in starting and maintaining small businesses.



Grantees have also invested heavily in building the capacity of local residents of all ages so they can become responsible citizens and community leaders. In that effort, many grantees use HBCU funds to offer academic enrichment activities—including tutoring, afterschool programs, and recreational programs—to young people in preschool through high school. Older neighborhood residents look to HBCU grantees for help in earning their General Educational Development diploma and for financial literacy, counseling, parent training, and health and wellness programs. In addition, HBCU grantees have beautified their communities by building new parks, sponsoring neighborhood cleanups, improving building facades, and breathing new life into historic districts. To ensure that grant activities are sustainable over time, grantees have also provided training and assistance to neighborhood associations and other community partners so that local residents can take

responsibility for improving their communities and guiding their future growth. HUD HBCU grantees have carried out all of this work in partnership with financial institutions, nonprofits, faith-based organizations, and state and local government officials.

A close working relationship with the community is central to the mission of HBCUs. These colleges and universities have made a commitment to their neighborhoods because they realize that they are part of the surrounding community—and that the health of the community affects the health of the institution. “If you go to an HBCU and you look around at the surrounding community, you will see that the college is making a difference,” says Dr. Haynes. “That’s why these HUD programs are so important. They reinforce the whole public service agenda of historically black colleges and universities.”

CHAPTER 2

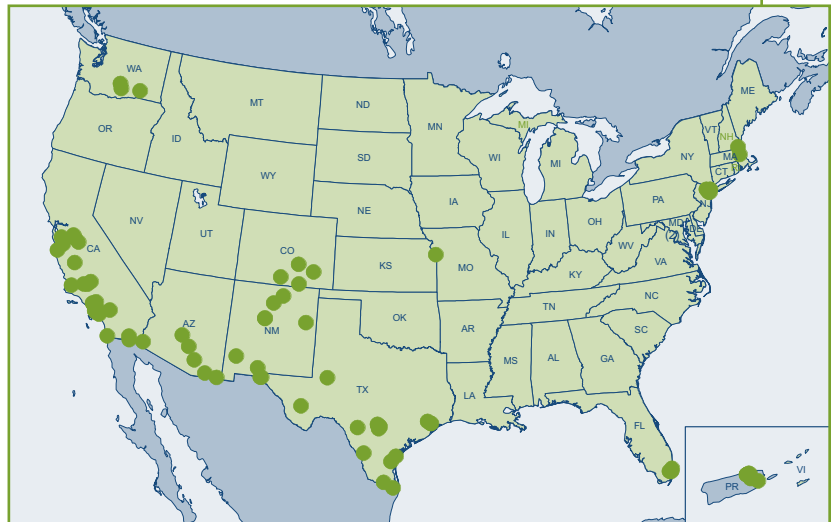
Hispanic-Serving Institutions Assisting Communities

A steady yet dramatic increase in the Hispanic American population over the past 3 decades has been the single most important factor in the development of the nation's estimated 265 Hispanic-serving institutions (HSIs) of higher education.¹ Fourteen million Americans identified themselves as Hispanic during the 1980 U.S. Census. By 1987, that figure had climbed by more than a third to 19.4 million Hispanic Americans comprising 8 percent of the U.S. population. Almost 15 percent of Americans are now Hispanic, and that percentage is expected to reach 18.9 percent by 2025 and 24.4 percent by 2050.

HSIs are the youngest group of minority-serving institutions certified by the federal government, having been officially recognized under federal law just 15 years ago. Mirroring the demographic shifts noted above, they are also the fastest growing among institutions that serve traditionally underserved populations.

Unlike similarly designated institutions of higher education (IHEs), such as historically black colleges and universities and Tribal colleges and universities, few HSIs were established specifically to serve their designated target population. Instead, many HSIs,


1. In 2006-07, 265 institutions met the basic legislative definition of a Hispanic-serving institution, according to *Excelencia in Education* (available online at: www.edexcelencia.org/pdf/publications/fact_sheets/HSI-Facts-2008.pdf). However, the National Center for Educational Statistics (NCEs) reports that there were 366 HSIs in 2004. The NCEs figure includes some institutions that serve Latino students but do not meet the legislative definition of HSIs. (See NCEs. 2007. *Characteristics of Minority-Serving Institutions and Minority Undergraduates Enrolled in These Institutions*, p. 11 [available online at www.nces.ed.gov/pubs2008/2008156.pdf].)



Location of Hispanic-Serving Institutions Assisting Communities grantees 1998–2008.

located as they are in states with large Latino populations, gradually incorporated service to Hispanics into their institutional missions after they noticed that their student populations were beginning to change. In the early 1980s, a core group of institutions in the Southwest publically recognized these population changes. In doing so, they agreed to take decisive and aggressive action so they could better serve not only their Hispanic students but also the growing populations of Hispanics living near their campuses.

“They all had similar experiences,” says Sarita Brown about the college and university administrators who gathered in Texas for a series of meetings to discuss the challenges facing their respective institutions and their students. “Everyone recognized that they needed to do more for Hispanic students. These institutions were ready to take on this challenge, but they couldn’t do it alone, and they couldn’t get any traction in Washington.”



Brown, who is now president of Excelencia in Education, a Washington-based nonprofit organization dedicated to accelerating Latino student success in higher education, participated in the discussions as an officer in the Texas Association of Chicanos in Higher Education. During those discussions, she says, educational leaders came to the conclusion that they needed to make a strong case for federal investments in their institutions. By investing in institutions that enroll Hispanic students, they would later argue in Washington, the federal government could improve the means to deliver educational programs to underserved Hispanics.

Dr. Blandina Cardinas, immediate past president of the University of Texas-Pan American, coined the term “Hispanic-Serving Institution” during the ensuing campaign for federal support, a fact that was first reported in Excelencia in Education’s 2006 publication, *Inventing Hispanic-Serving Institutions: The Basics*.²

“She used the phrase in a speech and people didn’t have to hear it twice to agree that ‘HSI’ would be the name of the program they hoped would develop,” recalls Brown. “Everyone responded to (the name) in a very powerful way because it recognized that while none of these institutions was chartered to serve Hispanic students, all now recognized Hispanics were the students they need to serve better.”

Federal Involvement

Illinois congressman Paul Simon was the first national policymaker to focus the federal spotlight on Hispanic students’ lack of access to higher education. As documented in *Inventing Hispanic-Serving Institutions*,

Simon held congressional hearings in Texas, Illinois, and Puerto Rico that acknowledged the educational needs of Latino students, revealed that these students were concentrated at a relatively small number of IHEs, and confirmed that those IHEs received limited financial support to improve the quality of their educational offerings.

While the hearings did not result in a legislative solution to the problems they uncovered, they did serve as a watershed event in the history of Hispanic-serving institutions, according to *Inventing Hispanic-Serving Institutions*. The hearings raised national awareness of Hispanics as a definable group in higher education and acknowledged, for the first time, the work that colleges and universities were doing to serve their Latino students. In 1992, congress enacted legislation introduced by Rhode Island Senator Claiborne Pell to recognize HSIs in the Higher Education Act. That legislation also created the “Developing Institutions Program,” commonly known as Title V, to provide federal support to these colleges and universities. HSIs would wait an additional 3 years before they received \$12 million to improve and expand their capacity to serve Hispanic and other low-income students. But their funding has gradually increased since then. In FY2008, \$93.2 million was appropriated for HSIs through Title V, according to Deborah Santiago, Excelencia’s vice president for policy and research.

During the 8 years between the Simon hearings and the Pell legislation, several important events took place to bolster the collective strength of HSIs, according to *Inventing Hispanic-Serving Institutions*. In 1986, the presidents of several IHEs in the Southwest, including Our Lady of the Lake University in San Antonio, Texas, and New Mexico Highlands University in Las Vegas, New Mexico, came together to develop strategies for raising awareness of Latino students and their educational needs. Those presidents would later establish the Hispanic Association of Colleges

2. Santiago, Deborah A. 2006. *Inventing Hispanic-Serving Institutions: The Basics*. Washington, DC: Excelencia in Education (available online at: www.edexcelencia.org/pdf/InventingHSIsFINALRv.pdf).

and Universities (HACU), which today represents more than 450 colleges and universities in the United States, Puerto Rico, Latin America, Spain, and Portugal that are committed to Hispanic higher education success.³

“They knew they were important to the local communities they served,” says Brown about the colleges and universities that established HACU. “But they also knew their institutions were beachheads in a bigger discussion about advancing academic achievement for Hispanic students.”

The cause of HSIs and the students they serve would be further strengthened in 1987, when the League of United Latin American Citizens (LULAC) filed a class-action lawsuit⁴ against the state of Texas, alleging that disparities in the state’s higher education appropriations discriminated against Hispanic citizens living along the Texas-Mexico border. A 1991 article published by *Tejas*, a student publication at the University of Texas, illustrates clearly the kind of disparities to which LULAC objected. For example, the article reports, only three doctoral programs existed in South Texas, while there were 589 such programs in the rest of the state. State Representative for Corpus Christi Eddie Cavazos claimed in the article that the landscaping and maintenance budget at the University of Texas at Austin was more than the combined budgets of four South Texas universities: Corpus Christi State University, University of Texas-Pan American at Edinburg, Texas A&I University in Kingsville,⁵ and Laredo State University. In addition, reported the article, “only 10 percent of state revenue appropriations, which total more than

\$1 billion, were spent on border institutions, even though 20 percent of the state’s population resides in this area.”⁶

The Texas Supreme Court did not find the state guilty of discrimination. However, according to *Inventing Hispanic-Serving Institutions*, the lawsuit did spur the state to provide additional resources that would help IHEs along the border serve their growing Hispanic student populations. In 1989, according to the report, Texas legislators created the South Texas Border Initiative for Higher Education, which over the next 3 years provided public universities in South Texas with more than \$880 million in special funding to improve their campus infrastructures and establish new doctoral and research programs.

Focus on Community

In the years following the 1992 federal designation of HSIs, a number of federal programs have been created to support the work of these IHEs. One such program is the Hispanic-Serving Institutions Assisting Communities (HSIAC) grant administered by HUD’s Office of University Partnerships (OUP). Since 1999, 84 HSIs in 12 states have used more than \$63 million in OUP funds to carry out a variety of community development activities that affect the educational, financial, and social well-being of local residents.

HSIAC grantees have built community centers that provide adult education and language classes, job and computer training, and social service programs for individuals and families. They have established business incubators and business assistance programs to help local entrepreneurs launch and maintain their own businesses. HSIAC-funded programs promote

3. Hispanic Association of Colleges and Universities. “HACU 101” [available online at: www.hacu.net/hacu/HACU_101_EN.asp?SnID=986186771].

4. LULAC, et al vs. Ann Richards, Governor of Texas, et al.

5. Now Texas A&M University.

6. Munos, Laura. 1999. “Fighting for an Educational Future.” *Tejas*, October 1991 [Available online at: www.utwatch.org/archives/tejas/october1991_valleyeducation.html].

“... some HSIs choose to respond actively and invest intentionally in community outreach, beginning with students and families at early stages in their education. At the best HSIs, you see, hear, feel, and get a sense of place and a sense of community.”

— Sarita Brown, president of Excelencia in Education, a Washington-based nonprofit organization

public health goals, improve financial literacy, enhance local housing, and encourage homeownership in Latino communities nationwide. HSIAC grantees have also established special vocational programs in the construction trades, childcare, and auto repair to provide local residents with the skills they need to become economically self-sufficient. Through all of these varied programs, HSIs have served a plethora of special populations, including their own students, women and the elderly, the unemployed and underemployed, the homeless, and residents of the small, unincorporated border communities called *colonias*. Finally, HSIAC grantees have worked hard to prepare Hispanic young people for higher education.

“Really good HSIs commit resources and energy to building their student bodies long before the point of admission,” says Brown. “These institutions are very cognizant of the fact that Latino students stay in the communities where they grow up and choose to pursue postsecondary education while remaining in those communities. Recognizing this trend, some HSIs choose to respond actively and invest intentionally in community outreach, beginning with students and families at early stages in their education. At the best HSIs, you see, hear, feel, and get a sense of place and a sense of community.”


That commitment to community is evident when HSIs work with parents to promote early childhood education or when they partner with local schools to launch programs that build the academic skills of students in kindergarten through 12th grade. Community outreach efforts also include initiatives that train and dispatch mentors and guides to ensure that Latino students receive the information and supports they need to aspire to higher education, navigate the

college admissions process, acquire the necessary financial aid to pursue postsecondary education, and complete their chosen degree programs. Before the advent of HSIs, many of these supports were missing within the Latino community, says Brown.

“Most Latino college students today are first-generation college students and come from low-income settings,” she says. “They don’t have the kitchen-table discussion with their parents that is more typical in middle-class homes that move from ‘What do you want to be when you grow up?’ to ‘Let’s figure out what you have to do to get there.’ To meet this need, many HSIs focus on programmatic ways to help students of all ages set their sights high and learn the stepping stones to achieving their academic and career goals.”

Most notably, adds Brown, HSIs accomplish these tasks with very limited resources. She credits a variety of federal agencies, including the U.S. Department of Education, the U.S. Department of Agriculture, and the National Science Foundation, with giving HSIs the necessary funds to strengthen their educational capacity by upgrading their physical plants; strengthening their programs in science, technology, engineering, and math; creating bridges between high school and postsecondary education; and increasing the number of Hispanic students pursuing graduate degrees. In addition, says Brown, OUP deserves credit for helping HSIs reach beyond the classroom.

“The HSIAC program has been very significant in terms of providing the financial means for these institutions to make a difference in the communities in which they are grounded,” says Brown. “HSIs are fully cognizant that they often reside in poor sectors of a



city and feel the responsibility to serve the residents who live in those neighborhoods. There are talented individuals living in our communities and HSIAC has helped HSIs reach those individuals. As a result, there are fascinating and innovative efforts going on there.”

In addition, says Brown, the rigorous, analytical approach that OUP requires of HSIAC grantees has provided community-based workers with the skills they need to continue their work even after grant funds are spent.

“These are people who are doing good work,” she says about community outreach specialists at HSIs. “But to keep those resources flowing, and continue

to be in the position to make a positive difference for your community, you must be proficient in the lexicon of policy and evaluation. You have to collect and analyze data to provide the evidence of your effectiveness. You can’t be a successful HSIAC grantee without that ability. While this is true of other programs, it is a hallmark of HSIAC.”

As the number of HSIs continues to grow, Brown anticipates that their commitment to their students and their communities will grow as well.

“The energy among HSIs is positive. They are deeply aware of the need. They are very aware of how much more there is to do. And they are ready to respond.”

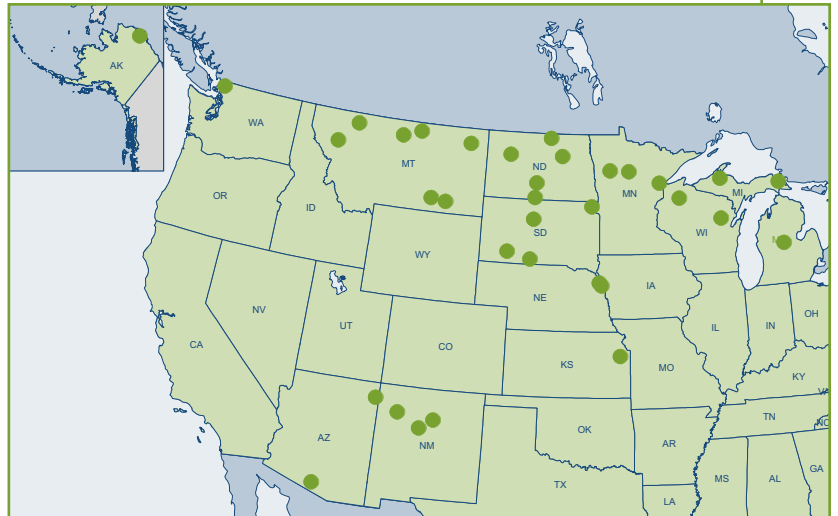
CHAPTER 3

Tribal Colleges and Universities Program

When Dr. Anselm G. Davis, Jr., former director of the White House Initiative on Tribal Colleges and Universities, reflects on his early education, the joy of learning is not the first thing that comes to his mind. Davis, who is a member of the Navajo Nation, recalls instead the intense pressure he felt as a youngster to assimilate into American culture by turning his back on his Indian culture. He also remembers the feelings of inferiority that plagued him even after he had succeeded in earning a scholarship to the University of New Mexico.

“Our schools were pretty consistent in terms of wanting to change the Indian child more than to really educate the Indian child,” recalls Davis. “Whether an Indian student was enrolled in a private school, a parochial school, a public school, or a school operated by the Bureau of Indian Affairs, that Indian student experienced the pressure to assimilate. Indian parents were always put in the position of having to make a choice: ‘Do I keep my child home and try to maintain our language and our culture or do I let them go off to school at the cost of cultural genocide?’”

Unfortunately, says Davis, federally controlled schools for Native Americans made a concerted effort to exclude traditional Indian language and culture from their curricula. In doing so, he says, these schools destroyed students’ sense of identity and self-worth—the very cornerstones of success in school and in life. That administrative decision helped to erode Davis’ own self-confidence and the self-confidence of his childhood friends, most of whom either did not pursue higher education or had trouble earning their postsecondary degrees, he says.




Location of Tribal Colleges and Universities Program institutions.

“Those of us who went through those schools when we were young struggled to stay in college, and it wasn’t because we couldn’t do the coursework,” says Davis. “We felt inadequate as people. We had lost so much of our language and our culture and the values that really sustain us as a people. We felt like half-empty containers. We didn’t have strong roots in our own native culture, but we had no roots in the majority culture.”

Davis overcame these obstacles, earning a bachelor’s degree in industrial arts education from the University of New Mexico, a master’s degree in technology education from North Arizona University, and a doctorate in educational administration from Pennsylvania State University.

“At some point in time, those of us who are successful today had to look in the mirror and embrace who we were and feel good about that,” says Davis.



“Then we had to figure out how we could expand our knowledge of the world without losing our language and culture.”

Tribal Colleges are Born

Helping Native American students embrace who they are has become a driving mission of the colleges and universities chartered by Native American Tribes and nations that now dot the Midwest and South-west regions of the country. Those colleges began to appear on reservations about 30 years ago after a new self-determination movement took hold in Native American communities. Leaders of the grassroots movement, which was spawned by the Civil Rights Movement of the 1960s, successfully convinced the federal government that Native Americans should be in charge of their own policymaking and should be allowed to establish their own Tribal governments. In calling for self-determination, Tribal governments knew they had a responsibility to instill in their members a renewed awareness and pride in Native American culture. Tribal colleges seemed the perfect vehicle for that cultural renewal, says Davis.

“A social and political environment was developing on Indian reservations,” he says. “That environment was more conducive to the radical notion that Tribal governments might dare talk about chartering and operating institutions of higher education for their own people.”

The first Native American community to carry out that vision was Davis’s Navajo Nation, which established Navajo Community College—now known as Diné College—in 1968. Four years later, a group of six Tribal college presidents came together to form the American Indian Higher Education Consortium (AIHEC), which has provided leadership and influenced public policy on American Indian higher education issues for more than 3 decades. Today, AIHEC

represents 36 Tribal colleges and universities (TCUs) in the United States and 1 in Canada.

“The Navajo Nation was especially concerned about the young people that they had sent to traditional colleges and universities because many of them were dropping out of school,” says Davis. “Our leaders felt that those students weren’t standing on a solid foundation. They decided that we needed Tribal colleges as a way to ground students [once again] in our language and our culture while, at the same time, giving them the academic credentials they needed to be successful.”

The Challenges Facing Native Americans

While TCUs have worked hard over the past 3 decades to help Native Americans attain that success, the challenges have been considerable. A recent AIHEC report, *The Path of Many Journeys: The Benefits of Higher Education for Native People and Communities*, offers a sobering picture of the challenges that often keep young Tribal members from pursuing higher education or make it difficult for them to complete their degrees.

Poverty is chief among these challenges. AIHEC reports that in 1999, 26 percent of the American Indian/Alaska Native population lived below the official poverty level, compared with 12 percent of the total population. This cycle of poverty remains unchecked from one generation to the next largely because most Native Americans live in geographically isolated areas that offer limited opportunities for either employment or upward mobility. Such chronic poverty, says the AIHEC report, is often accompanied by a range of social problems, including violence, depression, substance abuse, inadequate healthcare and prenatal healthcare, unhealthy or insufficient diets, and high rates of diabetes.

Given these challenges, it is no surprise that educational attainment among Native Americans remains low. According to the AIHEC report, almost 28 percent of American Indians who are 25 and older did not graduate from high school, compared with the national figure of 15 percent. Only 42 percent of Native Americans have pursued any form of higher education, compared with 53 percent of all Americans. And only 13 percent of American Indians have attained a bachelor's degree or higher, compared with 28 percent for the nation as a whole. These figures are even lower for Native Americans who live on reservations or other American Indian areas. In 2000, a third of Native Americans over age 25 living in these areas had not graduated from high school, and only 35 percent had attended college.

Despite these serious social issues, however, TCUs find their student populations expanding with each passing year. College enrollment among Native Americans has more than doubled in recent years, from 76,100 in 1976 to 165,900 in 2002, says AIHEC. And the Native population itself is also growing, with a third (33 percent) of the estimated 4.3 million Native Americans now under the age of 18. Tribal colleges are already welcoming a growing number of these young people to their classrooms and, as the number of high school graduates increases over the next 5 years, they expect to serve even more students. Part of the reason for the influx, says Davis, is that young people are witnessing the success of early Tribal college graduates and have decided that they want to experience that success too.

"The other reason is just purely economics," he says. "Universities and colleges are getting so expensive. A good alternative for many young people on the reservation is to attend a Tribal college for 2 years and then try to get a scholarship to a 4-year college or university."

While they welcome the growing enrollment rates, TCUs are also struggling to meet the new demand, given their limited funds and inadequate facilities. According to treaty obligations, the federal government is bound to provide funding for American Indian Tribes for a variety of programs, including higher education. Yet AIHEC maintains that current funding from the Bureau of Indian Affairs and the U.S. Department of Education is insufficient to cover costs.

Since 2001, the Tribal Colleges and Universities Program (TCUP), sponsored by HUD's Office of University Partnerships (OUP), has provided more than \$25 million to help 28 TCUs in 10 states address one of the major challenges they face: improving the quality and number of their physical facilities. TCUs have used OUP funds to build libraries and classrooms, health/wellness centers, technology centers, administrative offices, early childhood development centers, student housing, Tribal museums, job-training centers, and bookstores. They have also carried out essential upgrades to such basic campus facilities as fire alarms, heating and air conditioning systems, sewage treatment plants, and parking. OUP's TCUP operates under Executive Order 13270, first signed by President Bill Clinton in 1996 as Executive Order 13021, which directs all federal departments and agencies to increase their support to TCUs. Fourteen federal departments and agencies, including HUD, participate in this Executive order.

OUP's support is particularly important to institutions that operate on shoestring budgets and must often choose between rehabbing buildings that have leaking roofs and crumbling foundations and funding their academic programs, says Davis.

"Most of the Tribal colleges got started in someone's basement or an abandoned building, and so there is a great need for infrastructure improvements," he says. "These colleges are doing more with very little. It has been remarkable that they have been able to

“More and more Tribal governments are beginning to see the Tribal college as an independent arm of the Tribe and as the engine for economic development within their communities.”

— Dr. Anselm G. Davis, Jr., former director of the White House Initiative on Tribal Colleges and Universities

do the things they have done under such challenging circumstances.”

In addition to shoring up their infrastructures, Tribal colleges and universities are working hard to establish a system of supports that will help ensure that students who enroll in their academic programs will complete their studies. These supports include remedial education programs for current students and college preparatory classes carried out in partnership with local elementary and high schools. But they also include practical services that often have an even greater impact on student retention. For example, Native American college students—who tend to be over 30, married, working full-time, and raising children—have increased needs for on-campus childcare, flexible class schedules, and transportation. Colleges that do not find a way to fill these needs increase the risk that overwhelmed undergraduates will abandon their academic careers before they can earn a degree.


The risk of losing students before graduation is very real. According to the AIHEC report, Native Americans are more unlikely than other ethnic groups, except Black non-Hispanics, to have obtained a postsecondary education degree, and more likely to have left school without a degree and not returned. In addition, students living on reservations and in other American Indian Areas have lower rates of postsecondary educational attainment than Native Americans and Alaska Natives as a whole.

The Benefits of Tribal Colleges

TCUs are striving to change these statistics by helping Tribal students rediscover and find pride in their cultural heritage, by providing personalized attention and support to their students, and by fostering a family-like atmosphere and strong personal relationships between students and faculty. When they are successful, these colleges are finding that they can change the lives of their students in dramatic and sometimes unexpected ways. AIHEC reports that 60 percent of TCU alumni are employed—a figure that has helped convince other Tribal members to attend college.

A college degree has also been shown to improve both health and social engagement among Native Americans. Almost all (88 percent) Native Americans with a bachelor's degree report that they are in “excellent, very good, or good” health, compared with 73 percent of those without a high school diploma, according to the AIHEC report. In addition, over half of Native Americans with bachelor's degrees voted in the 2004 presidential election, compared with only a third of those who did not graduate from high school.

In addition to serving their own students, TCUs are also actively involved in revitalizing their local communities both to raise educational attainment among Tribal members and promote local economic development. Many TCUs offer basic education, counseling services, and economic development initiatives that, without their help, would be missing from isolated



Tribal communities. More TCUs are beginning to offer programs, including training sessions and incubators, to help local entrepreneurs start and maintain their own businesses. In addition, most TCU facilities have become community centers that host Tribal events, offer programs that promote community health goals, or preserve cultural artifacts that would otherwise be lost to future generations.

“It is hard to see the line between the college and the community,” says Davis. “More and more Tribal governments are beginning to see the Tribal college as an independent arm of the Tribe and as the engine for economic development within their communities.”

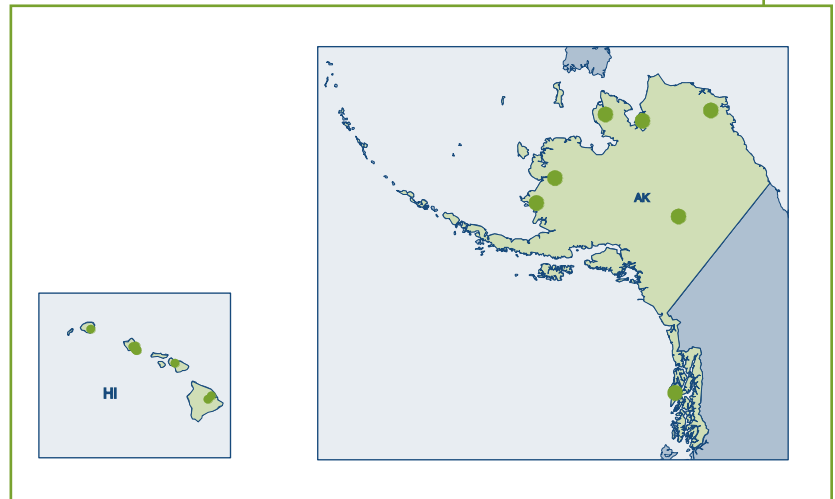
CHAPTER 4

Alaska Native- and Native Hawaiian-Serving Institutions

For most of the 20th century, sparsely populated native villages located in remote regions of Alaska did not have the means to provide secondary education for their young people. As a result, Native Alaskan students interested in furthering their education were forced to leave their families and villages after the 8th grade and travel hundreds of miles to attend special boarding schools. Understandably, a significant number of youngsters chose to remain close to their family and cultural roots rather than continue their education in a strange and possibly unwelcoming environment.

A high school education would not become common among Native Alaskans until 1974 when a young woman named Molly Hooch sued the state of Alaska, maintaining that she had the right to receive an education in her home community. In the 3 decades since the court decided in Hooch's favor, 155 new high schools have been built in Alaska, mainly in remote villages. As a result, the number of high school graduates in the state has climbed dramatically, from under 2,000 in 1970 to more than 50,000 today.

Providing access to a college education for these high school graduates has been a challenging and expensive process for Alaskan institutions of higher education, including the University of Alaska Fairbanks (UAF). UAF took steps to meet this challenge as early as 1975, when it created its Division of Rural Education to provide educational outreach to remote areas. That division became the College of Rural Alaska in 1989, the same year that the university received its federal designation as an Alaska Native Serving Institution (ANSI). Along with that designation came funds from the U.S. Department of Education, the U.S. Department of Agriculture, the U.S. Department

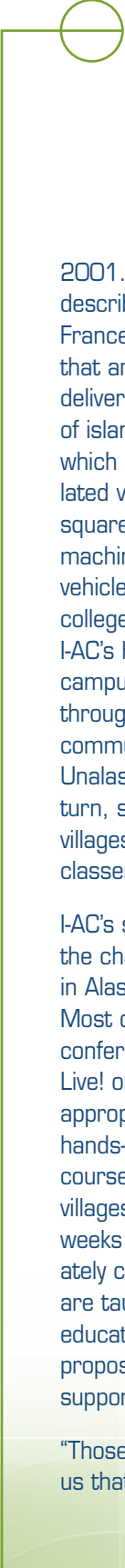


Locations of Alaska Native/Native Hawaiian institutions grantees, 2000-2008.

of Housing and Urban Development (HUD), and other federal agencies, which helped minority-serving institutions in Alaska reach out more effectively to Native populations that were ready and eager to embrace higher education.

Since 2001, grants from HUD's Office of University Partnerships (OUP) have provided more than \$14 million that seven ANSIs have used to launch a variety of educational and community development initiatives in remote areas of the state. These colleges and universities have provided management training for staff of village Tribal organizations, launched vocational and educational programs for people of all ages, initiated health promotion and disease-prevention campaigns, trained local residents for construction and other jobs that previously went to out-of-state residents, and developed workshops and festivals to honor Native culture while promoting economic development.

The University of Alaska's Interior-Aleutians campus (I-AC) has benefitted from three OUP grants since



2001. Campus Director Clara Johnson is fond of describing her service area as being the “size of France,” but size may be the only similarity between that area and the western European country. I-AC delivers its programs along the state’s Aleutian Chain of islands and throughout its large interior region, which contains a vast collection of sparsely populated villages that are spread out over hundreds of square miles. The region contains no roads, so snow machines, dog-teams, boats, and airplanes are the vehicles of choice for residents. Recognizing that college-age students would never be able to travel to I-AC’s headquarters in Fairbanks for an education, the campus decided to provide its educational programs through six rural education centers located in the communities of Tok, Nenana, McGrath, Ft. Yukon, Unalaska, and Galena. Each of these centers, in turn, serves between 8 and 12 smaller surrounding villages. Fifty-four percent of the students who take classes through those centers are Alaska Natives.

I-AC’s structure and programs illustrate clearly both the challenges inherent in providing higher education in Alaska and the desperate need for that education. Most of the campus’ courses are taught via audio conference or Web-based programs like Elluminate Live! or Blackboard. When distance learning is not appropriate—for instance, when courses require hands-on instruction in carpentry or electrical coursework—instructors conduct their classes in villages reached by airplane and where they stay for weeks at a time to offer courses that are appropriately called “learning intensives.” Whether courses are taught by telephone or in person, delivering education to a far-flung student body is an expensive proposition that would not be possible without OUP support, says Johnson.

“Those grants really opened up new opportunities for us that we didn’t have access to before,” she says.

“They allow us to think from a village perspective. When we develop a course, we ask, ‘How does it make sense for Venetie? How am I going to offer this in Stevens Village?’ If you can provide courses in a home village, and make them relevant and satisfying to everyone, then people in the village will be willing to take the next course, and the next course, and eventually earn their degrees.”

Following a student from the beginning of the educational journey to the conferring of a degree requires patience and a completely different mindset regarding how to measure academic and administrative success, says Johnson. Last year, for instance, I-AC awarded 50 diplomas and conferred them during three separate village graduation ceremonies that required airplane travel over a month’s time in order for Johnson and members of the University of Alaska Board of Regents to attend. A village typically holds only one ceremony each year for all of its graduates, whether they have completed kindergarten or college. Because the ceremonies are major events both for the graduates and their villages, Johnson makes it a point to attend every ceremony that includes an I-AC graduate—and to bring along the graduation gowns, mortar boards, and special sashes that Alaska Natives will wear during the ceremony.

While 50 diplomas might represent a disappointing graduation rate to other college administrators, Johnson is thrilled with the numbers for two reasons. First, I-AC’s current graduation rate is four times higher than it was just a few years ago when the campus graduated only a dozen students per year. Second, I-AC is beginning to count Alaska Native men among its graduates, which is a major accomplishment for a campus that has primarily served Native women until now. Last year’s graduation ceremony in Galena included six men who had graduated from an OUP-supported construction trades program.

The village elders who attended that ceremony were “amazed,” said Johnson. “They said it was the first time they had ever seen Native Alaskan men graduate from anything.”

The construction trades program has two key elements that help guarantee its success and make it a model for education delivery in rural Alaska, says Johnson. First, it focuses on a subject matter that village residents found to be practical and relevant. Second, it integrates a respect for Native traditions and values.

“When students in Huslia built a home for a village elder during the practicum part of that program, the elder came by every day to check on what they were doing,” says Johnson. “Those students did everything they could to build the best possible home because it was for an elder, somebody they love and respect. You wouldn’t think that intergenerational activities would be such an important part of a construction skills training program. But, in Native villages, it is important and we respect that.”

Keeping culture at the center of I-AC programs contributes to the health of communities and the health of its students, says Johnson.

“Our campus serves a primarily indigenous community, so we want to provide an education that is relevant to that community,” she says. “For that reason, I give my grants Native names and I try to include village elders in all of our programs because it provides a stabilizing force. Our goal is to provide new information in a way that is based on our past and who we are. A respect for culture makes our students stronger people so they will stay in school, graduate, use their talents and skills to make their communities healthier, feel good about themselves, and have meaningful work.”

Native Hawaiian-Serving Institutions

Making education relevant to Native populations is also the mission of Native Hawaiian-serving institutions like Leeward Community College, which operates a satellite campus on the Wai’anae Coast of Oahu. Separated from the rest of the island by a volcanic mountain ridge, Wai’anae is home to one of the largest Native Hawaiian populations in Hawaii. Not coincidentally, the area also has exceedingly high levels of unemployment and poverty and low levels of educational attainment.

As a whole, the Wai’anae Coast has poverty rates near 20 percent, but some census tracts report that a full 50 percent of their residents have incomes that fall below the federal poverty level, says Michael Pecsok, Leeward’s vice chancellor for academic services. Over 90 percent of households earn less than \$50,000 a year, but the region’s median annual income barely reaches \$25,000. The college-going rates of the two high schools in the area are among the lowest in the state: 16 percent and 21.2 percent, compared with a state average of 35.6 percent. When those students do come to campus, says Pecsok, more than 80 percent are unprepared to do college work and must be placed in remedial classes.

“The strong correlation between economic challenges and number of Native Hawaiians is really striking,” says Pecsok. “There shouldn’t be such a strong a correlation between being Native Hawaiian and being poor. There shouldn’t be a correlation between being Native Hawaiian and having low levels of education.”

Pecsok maintains that there are many complicated reasons behind the economic, social, and educational challenges that Native Hawaiians face. But one important factor can be found in the history of the Hawaiian Islands, which enjoyed a vibrant, sophisticated culture for 1,500 years before European explorers discovered them in 1778. Beginning in

“The AN/NHIAC grants let us bring about social change by setting in motion initiatives that will work over the long term.”

— Michael Pecsok, vice chancellor for academic affairs, Leeward College

1820, when the first missionaries arrived, island culture began to change dramatically with the adoption of Western education and commerce, the influx of new peoples, and the introduction of diseases that decimated Native populations. The combination of these factors, and the subsequent political upheaval over the next century, dealt a severe blow to Native culture and language.

“Europeans didn’t do a very good job of treating indigenous cultures with respect when they found them,” Pecsok says. “The Hawaiian culture itself was almost wiped out. Many of the problems we’re seeing today are the result of a destroyed culture. I do think there is a moral responsibility to fix those problems. The biggest challenge we are facing is getting people to realize this is everybody’s responsibility. This is not a problem that someone else is going to fix.”


Helping local communities take responsibility for facing their challenges and fixing their problems has been a major goal of Leeward, and the other 10 Hawaiian colleges and universities that participate in OUP’s Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) grant program. Since 2001, the program has provided grants of more than \$14 million to help institutions of higher education collaborate with a variety of community partners to build facilities and launch programs that break the cycle of poverty and lack of opportunity that has plagued Native Hawaiian communities for decades. As a result, a variety of new resources have been introduced into communities across the islands, including programs that focus on job training, business assistance, literacy, agriculture, college

preparation, homeownership promotion, drug and vocational rehabilitation, recreation, and economic development.

Leeward is using its 2007 OUP grant to renovate an existing facility at Wai’anae High School for an animation arts curriculum designed to prepare students for careers and higher education programs. A 2002 grant helped secure the purchase of eight acres of land, as well as the buildings, farm equipment, and related accessories needed to establish the Wai’anae Organic Agricultural Center and develop curricula for a microenterprise training program. The programs do not just give people skills for a particular job, he says. Because they integrate Hawaiian culture and values, the programs develop the whole person and give their participants the ability to live in a *pono* way. Pono is a Hawaiian word that describes something that is correct, balanced, and represents a moral way of doing things.

“The person who runs our agriculture center says that everything we do is pono,” says Pecsok. “That’s a very powerful concept within the community. People do attach value to doing things in a pono way. That has helped us build community support for our programs. If you don’t have that support, things just don’t work.”

OUP grants have helped Leeward and other Native Hawaiian-serving colleges and universities build that community support—and their own credibility—as they try to create partnerships with community members and organizations.



“The AN/NHIAC grants let us bring about social change by setting in motion initiatives that will work over the long term,” says Pecsok. “It is much easier to work with community partners when we can come to the table with some resources. But the important thing is that those partners institutionalize the initiatives because they believe in them. Our grants are so dependent on community support that if a project is not good for the community, it just doesn’t happen.”

When programs do happen, they can bring tremendous benefits to both the community and the college, says Pecsok. The organic farm project, which started out as an educational experiment, is making money by selling the food it raises to such buyers

as the Whole Foods grocery chain. The high school media program has been expanded, with help from a Kellogg Foundation grant, into a for-profit media company on the Waiʻanae Coast.

“The ability to fund that initial change is so important,” says Pecsok. “In Hawaii, we have low employment, we have underemployment, we have economic problems, and we have social problems that lead to underprepared students and dysfunctional high schools. How do we turn that around? We need the kind of funding that allows us to experiment, that allows us to try something different. OUP has provided us with the capacity to be more innovative than we could otherwise be.”



SECTION II:

A Sampling of
Grantee Activities

Creating Opportunities for Economic Development

Railroad tracks have literally cut off the 12-block Chinatown neighborhood of Salinas, California, from the rest of the city. Until a few years ago, the neighborhood's isolation made it a haven for drug and other illicit activity and a destination for many of the city's chronically homeless individuals. Now, however, things are changing.

The challenges that Salinas's Chinatown faced were not unique. Nationwide, many once-thriving communities are now struggling with decline that comes on gradually but then begins to seriously impact both the affected neighborhood and its surrounding jurisdiction. Like Salinas's Chinatown, these at-risk communities may have a preponderance of vacant lots or boarded-up commercial space. They may be experiencing a spike in criminal activity, or they may be dotted by older deteriorating homes. In some communities, the decline is not seen as much as it is felt by hard-working community residents who believe that their neighborhood has been left behind even as other sections of their city continue to move forward.

Fortunately, many at-risk communities also have significant assets that hold the seeds of their eventual renewal. Those assets include engaged and committed residents and organizations that care enough about the community to invest in its future. In addition, the communities featured in this publication have found important institutional allies to help them reach their revitalization goals. Those allies are minority-serving institutions of higher education that participate in grant programs sponsored by HUD's Office of University Partnerships (OUP).

In Salinas, for example, **California State University, Monterey Bay** (CSUMB) is using funds from OUP's Hispanic-Serving Institutions Assisting Communities (HSIAC) grant program to coordinate

a comprehensive community planning process that is helping local residents steer their neighborhood toward a brighter future. Similar tales of rejuvenation are being told in other communities where OUP grantees are creating new opportunities for community development. This chapter tells the story of CSUMB (page 34) and three other OUP grantees:

Benedict College (page 36) has been working for many years to revitalize Columbia, South Carolina's distressed Read Street and Waverly neighborhoods through a variety of projects. Now the college is using funds from OUP's Historically Black Colleges and Universities (HBCU) program to build environmentally friendly residences that promise to remain affordable over the long term because they will be less expensive to heat, cool, and maintain.

North Carolina A&T University (page 38) in Greensboro, North Carolina, another HBCU grantee, has created a variety of partnerships to help stabilize vulnerable neighborhoods where homeownership rates lag far behind other areas of the city. The university is working with the local housing authority, community development corporation, and community-based organizations to promote homeownership, prevent foreclosure, make emergency repairs to unsafe homes, and teach local residents how to maintain their properties.

South Carolina State University in Orangeburg, South Carolina, (page 40) is using HBCU funds to give hard-working single mothers the chance to purchase safe, affordable homes for their families. The university's program provides women with financial support to make downpayments or pay their closing costs. Most important, program staff provide a good amount of "hand holding" to guide the single mothers through the entire homebuying process.

Revitalizing a Neighborhood through Community Planning

The fragrant elevated gardens that are springing up on vacant lots in the old Chinatown neighborhood of Salinas, California, offer residents a daily reminder that hope can rise from unexpected places. The gardens are only one part of a comprehensive effort by California State University, Monterey Bay (CSUMB), the city of Salinas, and neighborhood stakeholders to prompt a civic rebirth in the neighborhood. That rebirth has come in the form of a comprehensive planning process that seeks to include Chinatown in redevelopment activities taking place in Salinas' main commercial district. Railroad tracks separate the 12-square-block community from the downtown area.

"Basically, there is one way in and out of the neighborhood," says Ken Feske, who manages the Soledad Street/Chinatown Project for CSUMB. Long shut off from the rest of the city, old Chinatown has

spiraled downward in recent years, becoming a haven for drugs and illicit activity while also attracting a significant homeless population, he says.

More than 300 people participated in the CSUMB-facilitated community planning process, which was supported by a grant from OUP's HSIAC program and an Environmental Justice grant from the California Department of Transportation. The neighborhood planning team conducted a walking audit of the community, held numerous focus groups, drafted a plan for the city council, and established five action teams to address neighborhood priorities. Those priorities call for bringing increased social services, economic development, and security to the neighborhood; fostering an appreciation of Asian culture; and reconnecting Chinatown to the rest of the community.

During the entire planning process, the elevated gardens on Soledad Street have brought lush growth and vibrant color to a community that has lacked both in recent years. Even more important, the gardens have offered the community an early and highly visible sign that its planning process is taking hold.

"The idea was to transform a vacant corner into a vibrant corner," says Feske about the gardens. "Redevelopment takes time. We had to do something that would have a tangible short-term impact."

Modeled on a similar Homeless Garden Project that was launched in 1990 in nearby Santa Cruz, the Salinas garden project initially employed 14 chronically homeless people who were paid \$7.50 per hour for 16 hours each week to build raised beds and cultivate flowers, herbs, and vegetables. As the gardens took shape and transformed their surroundings, so too were the garden workers noticeably changed. While three workers are still employed by the project, nine have made transitions to other jobs or have joined training programs that promise to lead to permanent employment.



CSUMB students in front of the Community Garden Welcome sign.

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY • SALINAS, CALIFORNIA

A nationally recognized leader in student service learning and civic engagement, the university's Service Learning Institute has also lent the time, talent, and energy of its students to the project. Many CSUMB students travel nearly 40 minutes by bus to work alongside chronically homeless men and women to build, nurture, and maintain the new gardens. Undergraduates also volunteer at Dorothy's Kitchen, a local outreach program sponsored by the Franciscan Workers of Junipero Serra, which offers homeless people nourishing daily meals and a place to shower and wash their clothes.

CSUMB supplements these service-learning activities by providing literacy and computer training classes for homeless individuals at the university's nearby learning center. Other community members are also actively engaged in the renewal effort. For example, police and local residents are working collaboratively to reduce crime in the neighborhood. The community is energized and hopeful, says Feske.

"When a neighborhood is forgotten, it gets a bad reputation," he says. "Now the garden is here and more students are working in the area. There are more eyes on the street and less drug activity."

Plans for the future include exploring microenterprise opportunities for greenhouse-grown herbs and mushrooms and building compost bins for sale. Long-term plans include building an Asian-American cultural center and affordable housing. But for now, says Feske, residents are enjoying the fruit of the new gardens.

"People used to say this neighborhood will never go anywhere until we can get rid of the homeless people," said Feske. "But gradually they began to view homeless individuals as marginalized in a way similar to how they were once excluded. The energy and resolve of the Asian community has been impressive. They've stepped in to assume the needed leadership. The university was simply a catalyst."



CSUMB students and garden crew prepare worm beds for vermiculture.

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Transforming a Neighborhood while Protecting the Environment

When neighborhood residents step through the doors of Benedict College's new Community Learning Center in Columbia, South Carolina, in 2009, they will discover the power of *thinking green*. The Learning Center, which was built with funds from OUP's HBCU program, is part of Project SUSTAIN, an initiative being carried out by the college and the Benedict-Allen Community Development Corporation (BACDC) to transform city neighborhoods while protecting the environment. "We're not just building affordable housing," says BACDC Executive Director Larry Salley. "We look for opportunities to help residents change their lives."

Those who harbor doubts about the important role that environmentally friendly buildings can play in transforming communities might take

inspiration from the Community Learning Center itself. A former nightclub adjacent to what used to be the worst street in Columbia, the center is now a model of energy-efficient design. When completed, it will feature neighborhood meeting space, computer workstations, and a Web portal that allows residents to use the Internet for communication and community building. The center will also offer a wide range of asset-building workshops and should serve as a catalyst for environmentally friendly construction in the neighborhood.

Project SUSTAIN was inspired by the notion that, for too long, housing developers have sacrificed long-term affordability and a healthy environment to reduce upfront development costs. Taking a different approach, the BACDC-sponsored project aims to produce savings for individual households by building homes that will cost less to heat, cool, and maintain over the long term. BACDC also hopes to contribute to the community's financial health by purchasing Project SUSTAIN building materials from local distributors and by using lumber produced in South Carolina. A planned development of 15 new homes will incorporate both of these approaches. The homes will feature such environmentally friendly features as fluorescent lighting, energy-efficient appliances, and toxin-free interior paints.

Salley admits that it has been challenging to identify green building features that are also economical. BACDC is working hard to meet that challenge and to price its housing to remain competitive with other homes in the Columbia market. Homes built through Project SUSTAIN are expected to sell for between \$95,000 and \$110,000.

BACDC has been working for years to find innovative ways to address the needs of Columbia's distressed Read Street and Waverly communities. Faced with



Benedict College Professor Gerald Smalls discusses money management with IDA participants.

BENEDICT COLLEGE • COLUMBIA, SOUTH CAROLINA

a plethora of dilapidated rental properties owned by absentee landlords, the corporation began working a decade ago to acquire rundown houses in both neighborhoods and renovate them for homeownership. Many of these homes were architecturally distinct and, once restored, a few even caught the attention of Benedict College faculty members, who subsequently moved into the neighborhood.

As momentum for the neighborhood's revitalization grew, Benedict College and BACDC worked in conjunction with the city of Columbia to develop a \$1.1 million neighborhood park. BACDC followed this initiative with a project to build attractively designed homes on infill lots and to offer neighborhood residents the opportunity to become first-time homeowners. The neighborhood's transformation continues through a HOPE VI project that will replace dilapidated public housing units with new homes. The Columbia Housing Authority used BACDC's housing plans to design the project so that the new construction will complement the existing housing in the neighborhood.

The success of BACDC's revitalization efforts to date is due, in part, to the active role that neighborhood residents and leaders take in planning, implementing, and evaluating every BACDC project, says Salley. That kind of involvement will continue under Project SUSTAIN. For example, BACDC is helping residents use geographic information systems mapping to identify high-crime areas and to develop mini master plans that target appropriate resources to those areas. The college also plans to videotape community meetings and broadcast them over the learning center's Web portal as a way to raise awareness of local issues. "A good partnership with the community enhances the likelihood of success," Salley explains.

BACDC's partnerships also include other housing developers, many of whom have participated in



Rebecca Sims and her son Davias pose in front of their new home.

college-sponsored workshops on the benefits of building environmentally friendly buildings. Through these and other outreach efforts, Benedict College hopes to inspire its community partners to incorporate sustainability into their own strategies for eliminating blight and promoting independent neighborhoods. "The use of green building strategies will be vital to developing affordable communities for years to come," says Salley.

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Creating Partnerships to Stabilize Vulnerable Neighborhoods

North Carolina Agricultural and Technical State University (N.C.A&T) in Greensboro has established a variety of partnerships to prepare low-income individuals for homeownership, help existing homeowners maintain their homes, and teach at-risk homeowners the financial skills they need to avoid losing their homes. Along the way, those partnerships are stabilizing some of Greensboro's most vulnerable neighborhoods.

Seventy-five-year-old Mildred Young lives in one of those neighborhoods. A 30-year resident of Greensboro, Young was one of the beneficiaries of N.C.A&T's partnership with the East Market Street Development Corporation (EMSDC), which identified 10 low-income homeowners whose houses needed urgent attention. Using a combination of volunteer labor and funds from OUP's HBCU program, the partners arranged to complete repairs that homeowners could not afford to do on their own. Most of those repairs would have carried a price tag of \$2,000 to \$5,000 or more for residents who already struggle to pay daily living expenses.

Students from the university's Construction Management Department, working under the supervision of

EMSDC's program manager and a student site manager, helped repair Young's home. That meant fixing a kitchen cabinet, cleaning out gutters, and repairing a leak above an electrical outlet that could have posed a serious safety hazard. "I felt safer knowing they took care of it," says Young. "I would have had to pay a whole lot of money to hire somebody."

Recognizing that preventive maintenance can often help homeowners like Mildred Young avoid emergency repairs, N.C.A&T worked with several local partners to present two free home maintenance demonstrations for low-income residents of the city's Jonesboro Scott Park neighborhood. The demonstrations, sponsored in collaboration with Habitat for Humanity, local community-based organizations, and Home Depot, taught 40 local residents how to perform simple maintenance tasks such as caulking, cleaning gutters, and fixing drafty windows.

"We wanted to teach homeowners how to improve the appearance of their homes and how to keep their homes safe, warm, and dry," says Project Manager Tamara N. Dix. "All of the participants agreed the information was valuable and most said they felt more confident in their ability to do minor preventative maintenance."

Several additional partnerships are helping N.C.A&T promote homeownership in its community and make sure that new and established homeowners can stay in their homes. For example, a partnership between the university and the Greensboro Housing Authority (GHA) is helping both organizations address their mutual concern that low-income residents in the university's neighborhood have difficulty becoming homeowners.

"Our target area lags behind other areas of the city in terms of homeownership," says Dix. Homeownership rates in greater Greensboro, which averaged 65 percent in 2003, are keeping pace with the nation as a whole, according to the U.S. Census Bureau's Census



Ms. Mildred Young, a retired senior citizen, smiles proudly after the repairs to her home were completed.

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY • GREENSBORO, NORTH CAROLINA

of Population and Housing. However, homeownership rates in the program's target area trail the rest of Greensboro by more than 20 percent.

To help rectify the situation, N.C.A&T and GHA sponsored a series of classes aimed at helping residents become homeowners. Eight workshop participants now own their own homes, two are in the market for a house, and 20 more are working to improve their credit scores, according to Erica Moore, GHA's director of assisted housing.

HBCU funds paid for the free classes, and they also allowed N.C.A&T to offer participants a concrete incentive to complete the homeownership series and qualify for a loan. Participants who reached both milestones could receive \$2,000 in downpayment assistance awarded as matching funds through GHA-sponsored individual development accounts. In addition, families who earned at least \$15,000 a year were eligible to receive help with mortgage payments through GHA's "Welcome Home" program.

Moore is proud of the workshop participants and of GHA's record in boosting homeownership. However, she is most pleased that none of the homes purchased by program participants have gone into foreclosure.

Helping families who are at risk of foreclosure will be the mission of still another partnership between GHA, N.C.A&T, and the Greensboro Housing Coalition. The coalition's extensive experience with foreclosure issues makes it an ideal partner in the project, says Dr. Musibau Shofoluwe, who has served as project director for the university's HBCU grants for more than 10 years. The coalition's contribution to the project illustrates clearly that successful programs require strong partnerships, he says.

"Before you start planning or setting your timeline, find reputable partners and bring everyone to the table," advises Shofoluwe. "Then you'll have better programs and fewer delays."



Valerie Nicholson with her daughter is one of eight homeownership workshop participants to purchase their first home.

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Helping Single Working Mothers Become Homeowners

Until a year ago, Orangeburg, South Carolina, resident Yvette Perryman used three simple words to describe her living situation. “We were cramped,” says the single mother, who spent 2007 living with relatives while trying to raise her 6-year-old son and 12-year-old nephew. More than anything, Perryman wanted to buy a house she could afford on the income she earns working on behalf of children with special needs. The single mother was unsuccessful in meeting that goal until she enrolled in a free homebuyer counseling education program sponsored by South Carolina State University (SCSU) in Orangeburg.

Today, Perryman owns a 3-bedroom house in rural Orangeburg County that cost her \$100,000. She is 1 of 10 first-time homebuyers to graduate from a university program that helps make homeownership

a reality for single working mothers earning between \$16,900 and \$30,000 a year. The program is coordinated by SCSU’s 1890 Research and Extension Department, a nonprofit agency that helps the university execute its community development goals. “Many of these low- to moderate-income families can afford a mortgage payment,” says Merylin Jackson, senior extension director in the department. “What they don’t have is money for the downpayment and closing costs.”

Funds from OUP’s HBCU program are helping to close that gap. The university leveraged its 2005 HBCU grant to secure funds from the South Carolina State Housing Finance and Development Authority and the Federal Home Loan Bank of Atlanta. This financial support helped SCSU to offer Perryman and nine other program participants forgivable loans of up to \$18,000, which they applied toward downpayment and settlement costs. Two of those new homeowners are former residents of the Roosevelt Garden Apartments, a HUD-supported housing community in Orangeburg. To qualify for the grants, all program participants attend six classes that cover the dos and don’ts of homebuying and agree to live in their new home for 5 years.

“Most are troubled by poor credit,” Jackson says of the 100 people who have enrolled in the homebuyer workshop since it began in 2007. SCSU’s six homeownership sessions focus on helping participants improve their credit score, learn how to budget, and learn practical skills about home maintenance. Local housing experts visit the classes regularly to educate participants about the path to homeownership and to warn them about variable mortgage rates, balloon payments, and the risk of foreclosure. For example,



Merylin Jackson, senior extension director, SCSU 1890 Research and Extension Department.

SOUTH CAROLINA STATE UNIVERSITY • ORANGEBURG, SOUTH CAROLINA

a HUD representative talks about predatory lending. Local attorneys discuss closing costs and describe what happens at settlement. Bankers explain what a lender looks for in a mortgage applicant and give pep talks on the need to put money aside for emergencies.

“We coach them about making good decisions from the time they select their realtor to the day they move in,” says Jackson. “We make it a point to establish a relationship with each individual.”

Between classes, students from SCSU’s Social Services and Consumer Science departments meet with individual participants to help them develop a budget and a savings plan. SCSU students also review participants’ bank statements, monitor whether candidates are paying their bills on time, and make sure prospective homeowners have all the documents they need to apply for a loan.

“It takes a lot of patience to see these families through,” says Jackson. “We hold their hand throughout the entire home-buying process. We help them choose a mortgage that fits them.”

Handholding from SCSU and from her realtor was particularly helpful to Jacqueline Owens, a 35-year-old divorcee and mother of 2 children who was looking for a safe, decent, affordable home for her family. Owens heard about the homebuyer education classes from a radio ad, but she credits her realtor with persuading her to enroll. With SCSU’s help, Owens was able to buy a 3-bedroom house for \$119,000. The \$18,000 grant from SCSU reduced her home’s price to \$101,000. Owens has a fixed-rate mortgage of 6.1 percent.



Jacqueline Owens and her children standing on the porch of their new home.

“I probably would not have been able to buy it without the grant,” says Owens, who has a bachelor’s degree and works as a Head Start teacher. “It feels really good to be here.”

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Creating Opportunities for Small Businesses

There is no shortage of open land on the outskirts of Bethel, Alaska. Most households in the 56 remote villages that dot the Yukon Delta put food on their tables by hunting, fishing, or gathering wild foods like the berries along the Kuskokwim River. But when it comes to earning hard cash, these same villagers often come up empty handed.

That is why colleges and universities participating in grant programs sponsored by HUD's Office of University Partnerships (OUP) take entrepreneurship seriously. They know that small businesses have much to offer economically challenged communities. In addition to providing an income for the business owner, these businesses also improve the community's commercial vitality and, when they are successful, they can become reliable local employers.

Since 2006, the **University of Alaska-Fairbanks, Kuskokwim Campus** (KuC) in Bethel has been using funds from OUP's Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) program to support entrepreneurs living within a 300-mile radius of its campus. Six entrepreneurs who were mentored by KuC recently won a total of \$150,000 in startup funds during a statewide business plan competition.

Other OUP grantees are enjoying similar successes by supporting small businesses and the entrepreneurs who establish and manage them. This chapter highlights the business-development work of KuC (page 44) and five other grantees:

Urban College of Boston (page 46) is using funds from OUP's Hispanic-Serving Institutions Assisting Communities (HSIAC) program to offer a comprehensive training program in both child development and

business development to 100 Latino childcare providers in Boston and Lawrence, Massachusetts. Halfway through the 2-year program, the college has already helped 52 family childcare providers start or expand their own businesses.

Texas Southern University in Houston, Texas, (page 48) is using a grant from OUP's Historically Black Colleges and Universities (HBCU) program to offer training and financial assistance to established, minority-owned businesses in Houston's Third Ward. The program helped one entrepreneur increase revenues at his 17-year-old commercial tire business by 70 percent over a 2-year period.

OUP-supported small businesses have helped residents of the village of Ho`okena, Hawaii, reclaim a local beach that was once the center of their community's cultural and economic life. The **University of Hawaii at Hilo** (page 50) used its AN/NHIAC grant to help residents establish several microenterprises at the Ho`okena Beach Park.

HBCU and HSIAC funds are being put to work in Arkansas and Texas to promote business development through incubator facilities that provide office space, administrative services, and technical assistance to budding entrepreneurs. The **University of Arkansas at Pine Bluff** (page 52) used HBCU and other funds to build a \$2.3 million incubator that has helped revitalize Pine Bluff's commercial district. The **University of Texas at Brownsville and Texas Southernmost College** (page 54) used HSIAC funds to establish three business incubators in and around Brownsville. Since 2006, the Texas incubators have provided free business support to 330 entrepreneurs, supported the establishment of 50 new businesses, and helped create 537 local jobs.

Translating Native Traditions into Marketable Businesses

When six entrepreneurs from remote areas of southwestern Alaska received \$150,000 in startup money from the Alaska Federation of Natives (AFN), a statewide organization of Native villages and Tribal corporations, no one was happier than Reyne Athanas.

Athanas, who is coordinator of the Yup'it Piciryarait Cultural Center in Bethel, had worked with each entrepreneur to perfect his or her business plan. She had encouraged each one to participate in the Alaska Marketplace, AFN's annual competition to support small business development in rural areas, which took place in October 2008. She coached the

entrepreneurs before they made their 5-minute presentations to the competition's judges. And she is still cheering about the fact that the entrepreneurs she mentored took 6 of the competition's 11 top prizes and won half of its total purse.

"When the competition was announced, we pulled in everyone we knew who was interested and had a viable idea, and we helped them work on their proposals," says Athanas. "And then we brought them in again to give them a crash course on how to present their idea to the judges."

The extra coaching paid off. Bethel resident Barbara Ramos was the competition's top winner, receiving \$46,575 to launch a business that will provide the region's quilters with a market for their creations. Other AFN grants will help Bethel-area entrepreneurs grow and sell fresh vegetables year round, produce and distribute packaged firewood, record the performance of native dance songs, make freight sleds from local timber, and market a natural energy drink.

The AFN awards were a triumph for the cultural center, which has worked steadily for 2 years to support small business development in remote villages located within a 300-mile radius of Bethel. The center, part of the University of Alaska-Fairbanks, Kuskokwim Campus (KuC), has been using a grant from OUP's AN/NHIAC program to help village dwellers find ways to earn the hard cash they need to supplement the subsistence hunting, fishing, and food gathering that puts food on their tables. It is reaching that goal through two separate, OUP-supported initiatives.

Through the first initiative, the cultural center holds a regular Saturday Market that has given a total of 250 vendors the chance to sell a variety of goods, including arts and crafts items like ivory jewelry and food items like fish and jam. Through its second



Vendor at Bethel Saturday Market.

UNIVERSITY OF ALASKA – FAIRBANKS, KUSKOKWIM CAMPUS BETHEL, ALASKA

initiative, the center sponsors a course that teaches villagers the basics of starting and running small businesses. The center has offered the course twice and plans a third offering in 2009. The course meets once a month for 3 months and begins with a 2-day session that is held in remote villages that can only be reached by plane or snow machine. The remaining two sessions of each course take place on KuC's Bethel campus.

Budding entrepreneurs who sign up for the course have a chance to network with one another, arrange meetings with Bethel-based bankers, and seek advice from established business owners. But the most instructive lesson usually takes place when each entrepreneur decides what kind of business he or she will establish. Athanas says she tries to steer her students toward modest business ideas that fill a specific niche in the village or take advantage of existing events, festivals, or tourist activities. One of the program's most successful entrepreneurs followed that advice by deciding to operate an espresso cart during basketball games in her village.

"Basketball is a big thing here," says Athanas. "Every village has a gym and when games are happening, everybody in the village is at the game. So if you are selling something at the games, you are making money."

On average, 15 people attend the initial village-based session for each course. However, only five of the original participants usually end up applying for a business license. As the spouse of a small business owner, Athanas says the attrition does not surprise or worry her.

"Starting a small business is tough for anyone," she says. "But out in the villages they don't have a lot of resources, so it is a bit harder for them to pull it off



(L to R) Jovan Dull (USDA) works with Barbara Ramos on her winning proposal, awarded in October 2008.

with any ease. We want them to be serious, but we also want them to be realistic. Above all, we don't want them to get in over their heads, take on a lot of debt, and end up hurting themselves."

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Broadening the Horizons of Latino Childcare Providers

Each year, about 800 Boston residents take the first step in establishing a licensed childcare business by attending a 3-hour mandatory orientation session sponsored by the Massachusetts Department of Early Education and Care. Once the session ends, the state carefully assesses the prospective providers to ensure that they and their homes meet established safety and care standards. The providers must also promise to attend 15 hours of childcare training over a 3-year period. Those who complete the process and actually open a childcare business—about 1 in 10 orientation participants, according to state records—can begin caring for up to 6 children.

By contrast, about 100 prospective childcare providers living in Latino communities in Boston and nearby Lawrence, Massachusetts, take a much longer and more intensive path to learning their trade and running their own businesses. Like other Massachusetts childcare providers, these entrepreneurs must submit to a state background check, gain proficiency in first aid and cardiopulmonary resuscitation (CPR), and maintain a safe and clean home. In addition, however, they have taken an important extra step in order to gain a strong background in both childcare and business development. They have enrolled in a 2-year certificate program at Urban College of Boston (UCB) that is funded by OUP's HSIAC program.

The Child Care Economic Opportunity (CCEO) project features such classes as Child Growth and Development, Guidance and Discipline, and Communication for Entrepreneurs. In addition, students receive support from two childcare referral agencies that are also program partners. Child Care Circuit in Lawrence and Child Care Choices of Boston provide CCEO participants in their respective cities with case management and other services, as well as workshops on such topics as financial literacy, home-energy assistance, homeownership, childcare vouchers, first aid, CPR, and taxes.

“Our goal is to create new businesses,” says UCB Dean of Administration Tom Neel. “During the past year, we’ve supported 33 new family childcare providers and 19 other women have expanded their businesses. The average weekly income of our program participants has gone from \$437 to \$546, and we are just at the midpoint in the program.”

Over the course of the CCEO project, participants have learned a variety of new skills—including computing—needed to run a childcare business. Grounding in computer skills is a necessity for the



(L to R) Alexandra Morales, Marybelle Justiniano, and Alma Ticas-Dias, students in UCB's Technology and Family Child Care Business course.

URBAN COLLEGE OF BOSTON • BOSTON, MASSACHUSETTS

providers, explains Neel, because Massachusetts offers childcare assistance vouchers to help income-eligible parents access quality daycare. These subsidies are “a dependable income stream for licensed care providers at a rate that supports their costs,” he says. But there is one catch: providers who can submit their invoices online get paid much faster than those who rely on paper. CCEO training has helped students learn the state’s online billing system and, in the process, has made them technology-savvy.

“Most of the women in the program had no computer skills before,” says Manuela Su, professional development coordinator at Child Care Circuit. “They were scared of the technology. So we started by setting up e-mail accounts as a way for them to get familiar with computers. Now I can communicate with them by e-mail, and they can use the Internet.”

CCEO is helping to expand the students’ horizons in other important ways. While most of the program’s classes are taught in Spanish to assure a solid grounding in course content, students have requested more English-language training. As a result, UCB will soon offer at least one English-language section of the program’s Communication for Entrepreneurs course.

“The students are recognizing a need to enhance their English skills,” says Neel. “They know they can get an associate’s degree if they can take classes in English.”

At least one-third of CCEO participants were providing licensed childcare services before they joined the program. Other students were unemployed or earning minimum wage prior to their enrollment. Success in the program will allow many students to expand their current businesses, increase their earnings, and, at

the same time, care for their own children while they work.

“They’ve learned about child development and what children should be doing at different ages,” says Su about the program’s current participants, who will receive their certificates in summer 2009. “Now they are learning how to run their own businesses. They are exceeding just about every benchmark we set.”

Just as important to their future success, says Su, is the fact that students are making vital connections with one another that will continue to serve them well after graduation. “Childcare providers spend a lot of time alone,” she says. “Now our students have opportunities to provide a support network for each other.”

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Giving Existing Businesses the Tools to Survive and Grow

Over the past few years, long-time Houston entrepreneur Kenneth Eakins has become an enthusiastic cheerleader for nearby Texas Southern University (TSU). It is not the university's Tigers football team that has captured his enthusiasm, however. Rather, Eakins cannot stop telling people about the university's Economic Development Center (EDC), which he credits with giving him the tools he needed to revitalize his commercial tire business more than 17 years after he opened its doors.

"Yesterday, family-owned businesses could get by with hard work," says EDC Director Ella Nunn, who has spent decades organizing classes and technical assistance for local business owners in Houston's Third Ward. "Today, they need to learn how to organize themselves and how to manage."

Before Eakins attended EDC's free business courses, he was running his southeast Houston business the old-fashioned way, which was not necessarily a good thing. He relied exclusively on word-of-mouth to attract new customers. And he used a manual recordkeeping system that was cumbersome and time consuming. The lessons he learned at TSU—including tips for harnessing the marketing power of the Internet and computerizing his financial transactions—has helped Eakins increase revenues at his business by 70 percent over a 2-year period.

"I know about my business, but I needed a class to show me how to manage it better," says Eakins, who reports that success has brought with it new, and welcome, challenges. Business is so good, he says, "Now I need more space."

Eakins is getting additional help from TSU to expand his tire business. And it has become one of eight minority-owned enterprises in and around Houston's Third Ward to receive business expansion grants totaling \$44,000 from EDC. Eakins intends to use his \$10,000 grant as a downpayment on his own building. The program is funded by a grant from OUP's HBCU program and specifically targets existing businesses, most of which are owned by African Americans and Asians and all of which have been operating for 10 years or more.

Small businesses are at the heart of the EDC's efforts to revitalize the neighborhood surrounding the TSU campus, says Nunn. Other parts of Houston have experienced an economic rebirth since 2002, she says, but that revitalization has largely bypassed the Third Ward. More than 13 percent of local residents are officially unemployed and almost 40 percent are not currently in the labor force. A quarter of the neighborhood's families live in poverty. To improve the area's economic picture, EDC has



Kenneth Eakins (far right) instructing employees at his tire shop.

TEXAS SOUTHERN UNIVERSITY • HOUSTON, TEXAS

worked hard to create jobs through the expansion of existing businesses and the creation of new ones. “We didn’t want to lose them,” says Nunn about the neighborhood’s existing businesses. “We wanted to strengthen them in areas where they are weak.”

EDC has offered free training and technical assistance to new or prospective business owners for many years. One workshop, held every year from September through December, helps local residents learn the skills they need to start a business. Typically, 65 individuals enroll each semester and approximately 35 of them finish the 4-month course, which is taught by volunteer instructors from the university’s school of business.

“We bring in bankers, lawyers, and accountants and teach the participants how to develop a marketing plan,” says Nunn. On the final night, class members present their plans before a team of evaluators who award trophies to the most convincing proposals. Families and friends come to listen and applaud the winners.

Nunn admits that it took some ingenuity to get entrepreneurs, many who had never been to college, to venture on to the university’s campus. To spread the word about EDC’s free seminars and workshops, she relied on radio and newspaper advertising, placed flyers around the neighborhood, and visited businesses in person. She also collaborated with like-minded community groups, including the Houston Citizens Chamber of Commerce, Houston Community College, and the local minority business development agency.

Businesses who responded to EDC’s invitation for assistance have reaped many benefits, both in the form of technical and financial assistance. Doris Alexander of Alexander Shoe Repair, established in 1960, received a \$5,000 grant to help replace a



Beverly Straughter (right) poses with an employee outside her Cream Burger restaurant.

driveway. Beverly Straughter, who runs her family’s 45-year-old hamburger stand, also received a \$5,000 grant, which she used to repair the wooden floor inside the Cream Burger restaurant.

“If we hadn’t made this repair, it could have been a liability issue,” she says. “The grant really allowed us to stay in business.”

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Reclaiming a Beach and a Local Economy

An effort to regain control of a neglected public beach has spurred a renewed sense of pride and economic empowerment in Ho`okena, a small community on the island of Hawaii. The University of Hawaii at Hilo (UHH) is using funds from OUP's AN/NHIAC program to help residents develop a sustainable local economy by fostering and supporting local entrepreneurs.

Noted for its dark-gray coral and lava sand beach, Ho`okena was transformed from a sleepy fishing village to a trade center after the first steamships arrived in the Hawaiian Islands in 1836. It was not until the mid-1930s, when automobiles and trucks made steamship landings less common, that the village's economic importance began to diminish.

"Families who had lived in Ho`okena for generations were alienated," says Maile Lu`uwai, project administrator for UHH's Small Business Development Center Network (SBDC). "Park oversight was inadequate. Homeless people occupied the park for extended periods. There was drug use and several highly publicized incidents of violence, which gave Ho`okena Beach Park a bad reputation."

Residents found a way to voice their concerns about the fate of their beach through a local nonprofit organization called Kama`aina United to Protect the Aina (KUPA), which was originally formed to address concerns of Ho`okena fishermen about the depletion of local reef fish. When the beach issue surfaced, a KUPA member approached SBDC to propose a strategy that would enable residents to assume oversight of the beach park while providing economic opportunities for the community.

In May 2007, the county of Hawaii signed an agreement to transfer management oversight of the park to Friends of Ho`okena Beach Park (FOHBP), a microenterprise that had been established by KUPA with HUD support. The agreement granted FOHBP the right to operate an existing campsite and to establish a concession stand in Ho`okena Beach Park. That concession stand now contains two other microenterprises: Ho`okena Heritage Tours, which operates outrigger canoe tours, and Ka`uhako Beach Rentals, which offers camping and beach rentals. In addition, FOHBP has hired community members to maintain the park and provide park security.

Due to the FOHBP's presence, Ho`okena Beach Park is now considered a safe place for local families and tourists, says Lu`uwai. The beach is listed on several websites as one of the island's best beaches for swimming and snorkeling, and the county of Hawaii



Virginia Hashimoto at the Friends of Ho`okena Beach Park concession stand.

UNIVERSITY OF HAWAII AT HILO • HILO, HAWAII

is using its successful partnership with FOHBP as a model for establishing similar partnerships at other county parks.

In the meantime, Ho`okena residents have been working together to set priorities for their beach. During a HUD-sponsored workshop held at the park in February 2008, 97 local residents and other stakeholders agreed that steps should be taken to celebrate the area's history, institute appropriate economic development activities, and build a community center that would provide space for cultural and educational activities.

In addition, SBDC has turned its attention to supporting additional small businesses in Ho`okena. Seven entrepreneurs received startup funds from the AN/NHIAC grant after attending a 10-week business startup class sponsored by SBDC. Those funds are helping the owners of Kona Hills Coffee return to a small family farm where they grow the highly acclaimed Kona coffee. The Wiwo`ole Bakery now has the wherewithal to purchase equipment, rent commercial kitchen space, and begin selling baked goods to 10 retail accounts including the concession stand at Ho`okena Beach Park. And the Ka`ano`ano Nursery and Garden has found success selling edible and ornamental plants at a farmer's market. Because the owners of most of these microenterprises lack prior business experience, a SBDC business consultant provides ongoing assistance to help them identify potential customers and develop marketable products.

"These financial resources and support have made a difference in our community," says KUPA Board President Charlie Young. "Ho`okena Beach Park is now managed by the community, and we have a sustainable microenterprise on the beach to ensure that



Lorna Takizawa of Kona Hills Coffee Farm.

this oversight continues long after the HUD grant ends. We also have microenterprise owners with strong ties to our community who have received vital assistance in establishing their businesses."

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Empowering Entrepreneurs to Revitalize a Community

Budding entrepreneurs in southeastern Arkansas need look no further than Main Street in Pine Bluff to find the tools they need to make their new ventures a success. Those tools come from a business incubator established in 2006 by the University of Arkansas at Pine Bluff (UAPB) with funds from OUP's HBCU program and other federal, state, and local partners.

Nestled in a downtown commercial district that has struggled to bounce back after years of decline, the \$3.2-million incubator offers entrepreneurs several basic services that can make all the difference between success and failure. Like most facilities of its kind, the incubator provides new businesses with furnished executive offices that are made affordable

through sliding-scale rents and shared administrative services, conference rooms, and training space. The incubator also offers technical assistance and referral services to business owners who may have experience in a particular market sector but lack formal business training.

"With small business incubators, there is no one size that fits all," says Henry Golatt, director of the university's Economic Research and Development Center. "Each community is different. The key is to build to the needs of the community and empower people. Our incubator has as its focus the empowerment of women and minority business owners so they can participate in the mainstream global economy."

Over the past 2 years, the incubator has succeeded in empowering both its clients and the once-vibrant Main Street corridor where the 16,000-square-foot facility is located. The incubator's 2-story building has been a powerful symbol of the university's commitment to the revitalization of Main Street, a commercial district where thriving large-scale organizations like Simmons First National Bank and the Arts and Science Center of Southeast Arkansas sit opposite vacant, run-down historic properties such as the Pines Hotel. The presence of new businesses along the corridor has also sent a strong message to Pine Bluff residents that ongoing city efforts to spruce up the neighborhood are bearing fruit. "The incubator is another anchor in the revitalization of downtown," says Golatt. That revitalization will take an additional step forward in the near future when the incubator invites new businesses to take over several highly visible retail spaces located on its ground floor.

Incubator clients have also done their part to revitalize the downtown commercial district through their own business success, says Golatt. Empowered by UAPB services, healthcare and medical service companies that occupied the incubator during its early



Side shot of the UAPB Business Support Incubator.

UNIVERSITY OF ARKANSAS AT PINE BLUFF •

PINE BLUFF, ARKANSAS

months have since moved their expanded operations to other commercial space in the city. New start-ups that focus on media arts, video production, and professional services replaced them. Now success is affording these new clients the ability to leave the incubator. Jenise Blake, whose desktop publishing company recently moved to another location, says the marketing assistance she received from UAPB helped increase demand for her services and caused her to quickly outgrow her incubator space.

A growing business network in Pine Bluffs has also helped incubator clients improve their own capacity for success while strengthening the city's business community, says Golatt. For example, one incubator tenant who designs websites has helped several other tenants expand their presence on the Internet. This kind of synergy is bound to increase as a result of an entrepreneurship collaborative that now meets monthly at the incubator. The citywide collaborative strives to strengthen ties among business owners, the city's Chamber of Commerce, financial institutions, and local technical assistance providers like the incubator. The Chamber has been instrumental in forging these ties. It recently recruited a new industrial firm to Pine Bluff that has hired an incubator client to handle its security.

The Chamber is not alone in supporting incubator clients. With encouragement from the university, public agencies and private companies alike continue to play an important role in ensuring that fledgling businesses receive both the financial and technical support they need. For example, the city of Pine Bluff has agreed to match working capital funds that incubator clients receive from a university-administered revolving loan fund. Private companies, including Simmons First National Bank, Wal-Mart, and State Farm insurance have also lent support.



Ribbon cutting during dedication ceremony of UAPB Business Support Incubator.

Golatt says that local agencies and companies know that the success of new businesses will ensure Pine Bluff's economic well-being, and their own.

"We are trying to engage residents in productive businesses that add value to the community," he notes. "These businesses are keeping local dollars in Pine Bluff that might otherwise flow outside the city."

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Expanding Support for Entrepreneurs in the Rio Grande Valley

The lifelong dream of sisters Wendy Hauschildt and Jodi Eberhardt and their mother, Carolyn Hauschildt, came true in late 2008 when they opened a nonprofit artists' cooperative called SeaLight Arts in Port Isabel, Texas. The cooperative aims to rent 12 studios to local artists and then market artists' handiwork to local tourists through a gift shop and special events. "A lot of artists don't have the means to run their own small businesses," says Hauschildt. "We'll take care of their taxes, sponsor a website, and help them sell directly to the public."

Wendy Hauschildt is one of more than 330 entrepreneurs who have received free counseling about starting, retaining, or growing a business from experts at the University of Texas at Brownsville and Texas Southmost College (UTB/TSC) in Brownsville.

The university's regional economic development program—called the Valley Business Impact Network (VBIN)—has been helping new entrepreneurs in the Lower Rio Grande Valley of southern Texas since 2006. Hauschildt credits VBIN with helping her family acquire the funds they needed to renovate the building that now houses SeaLight Arts.

VBIN represents the expansion of a business incubator network that began in 2002 in the International Innovation Center, located at UTB/TSC's Brownsville campus. That first incubator, which has become a model for others in the network, was established with funds from OUP's HSIAC program. The HSIAC grant helped VBIN expand its incubator network into Port Isabel, which is about 20 miles east of Brownsville. HSIAC funds also helped the university equip and find additional funds to open a new incubator in Raymondville—50 miles north of Brownsville—in 2009.

In addition to supporting 50 new businesses, most of them owned by Hispanic Americans, the incubators have also been responsible for creating 537 local jobs. John Sossi, director of business incubator services at UTB/TSC, expects that number to double by 2010. Jobs are important in this fast-growing border region, which struggles with unemployment and underemployment.

Incubator tenants represent a broad range of industries, including information technology, medical services, publishing, and engineering. Joel Gonzalez, president of ConsultingPoint, Inc., has leased 21,000 square feet of space from the Brownsville incubator since 2004. His company's 35 to 50 employees manufacture special electrical motors for the domestic oil industry and utility plants. Gonzalez likes having access to the university's engineering and business faculty when he needs it and enjoys the exposure he



Wendy Hauschildt of Sealight Arts in Port Isabel, Texas.

UNIVERSITY OF TEXAS AT BROWNSVILLE AND TEXAS SOUTHMOST COLLEGE • BROWNSVILLE, TEXAS

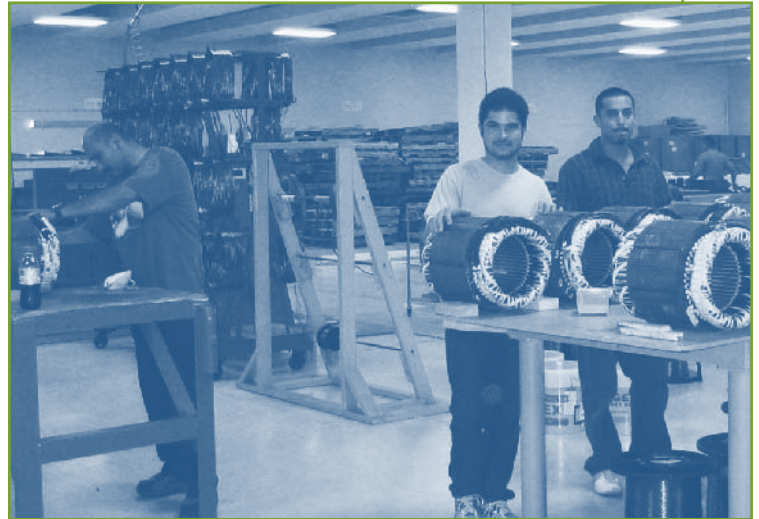
gets from working nearby the Mexican consulate, the Small Business Administration and the Export-Import Bank. Those entities all share space with the VBIN incubator in the university's International Innovation Center.

"The reception area and the teleconferencing facilities here are just what a big company would have," he says. "It's a very professional environment." Gonzalez, who earned \$4 million in sales in 2008, plans to remain a tenant until he outgrows the facilities. Among the incubator's most attractive amenities, he says, are its appealing rent and its short-term lease. In addition, the incubator provides security and the use of a conference room at no charge.

"For the first year or two, tenants pay a discounted rate that can be as low as 25 cents per square foot," says Sossi. "That rent ramps up every 3 months. They just pay for the space they're in."

Given all of the advantages, it is not surprising that competition for incubator space is fierce. Among the requirements: passing a criminal background check, providing a business plan, and presenting that business plan to a seven-person advisory committee made up of local business professionals. About 10 percent of applicants succeed in becoming tenants, Sossi says.

By design, the university's economic development program has also created opportunities for UTB/TSC students to learn the ins and outs of owning a small business. For example, Diana Gonzalez and other members of her marketing class conducted research to help a Port Isabel entrepreneur assess local interest in a farmer's market. Gonzalez earned college credit for her work, then she went on to become an intern at the International Innovation Center, where she now works part time at the Export-Import Bank.



(L to R) ConsultingPoint, Inc., staff operators Marco Hernandez, Mariel Alvarez, and Julio San Miguel.

"As a recent grad[uate], I couldn't ask for more," says Gonzalez about her new job. One day she hopes to operate her own business like the other members of her family. In the meantime, she is educating herself on how to be successful at it.

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Creating Opportunities for Individuals and Families

The word “infrastructure” usually refers to the roads, bridges, streetlights, and utility pipes that keep the physical side of a community operating smoothly. But the word means something entirely different to Dr. Eddie B. Thomas, vice president of community outreach programs at Stillman College in Tuscaloosa, Alabama. Every neighborhood needs a strong physical infrastructure, admits Thomas. But in order to experience permanent change, neighborhoods must also strengthen their *human* infrastructure.

Minority-serving institutions nationwide are doing just that—empowering local residents to become self-sufficient. Through various activities, many of which are funded by HUD’s Office of University Partnerships (OUP), these institutions are transforming communities by transforming individuals and families.

This chapter highlights the work of eight OUP grantees that are creating new opportunities for individuals and families through job training, youth, and social service programs. For example, **Stillman College** (page 58) has used funds from OUP’s Historically Black Colleges and Universities (HBCU) program to establish three community-based learning centers in its West Tuscaloosa neighborhood. Since 2002, those centers have provided job training, education, and other services to more than 12,000 adults and children and have helped 350 local residents find jobs.

A grant from OUP’s Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) program is helping the **University of Alaska-Fairbanks, Interior-Aleutians Campus** (page 60) offer training in the construction trades to residents of Tribal villages in a remote section of Alaska. The program has enrolled 115 students and graduated 58 students since 2005. **Allan Hancock College** in Santa Maria,

California (page 62), used funds from OUP’s Hispanic-Serving Institutions Assisting Communities (HSIAC) program to renovate a city-owned community center offering college-sponsored classes. Almost 4,000 adults have taken basic adult education and computer classes at the center since 2006.

Kapi’olani Community College in Honolulu, Hawaii (page 64), used AN/NHIAC funds to bring a state-of-the-art technology center to Hawaii’s largest public housing community and to create an educational pipeline that has sent 52 residents of Palolo Homes to college. **Tennessee State University** in Nashville (page 66) operated a special camp that offered New Orleans youngsters a mix of academic enrichment, fun, and psychological counseling during the summer after Hurricane Katrina struck their city. Funded by OUP’s Universities Rebuilding America Partnerships-Historically Black Colleges and Universities (URAP-HBCU) program, the camp helped 250 elementary-school students raise their math and language scores by 60 percent in just 4 weeks. The **University of Puerto Rico at Humacao** (page 68) has used HSIAC funds to remodel an annex to a university-owned museum and expand a museum-sponsored art program that helps young people tap into their creativity, increase their academic achievement, and enhance their self-esteem.

A HSIAC grant helped **California State University, Stanislaus** (page 70) open a community center that provides a variety of services to homeless individuals while empowering them to become community leaders and advocates for the homeless in Turlock, California. **Northern New Mexico College** in Española, New Mexico, (page 72) put its HSIAC grant to work at the Rio Arriba County Detention Center in Tierra Amarilla, where it teaches inmates the skills they need to get back on their feet after their incarceration ends.

Changing a Community by Rebuilding its Human Infrastructure

Dr. Eddie B. Thomas does not believe in waiting for people to ask for help when they need it. And, he rarely loses touch with people after he helps them. The associate vice president of community outreach programs at Stillman College in Tuscaloosa, Alabama, he can tell you the employment history—including the latest promotions—of people whom he helped find jobs a decade ago. He has been known to sit on a family's front porch for hours until someone answers the door and accepts his invitation to join a job-training program. A few years back, he even dropped in on one family every single morning for 5 weeks to make sure the adults were getting ready for their new jobs and the children were on their way to school.

"I would not let them slide back," he says about that family. "Pretty soon they developed a habit of getting up and preparing food each day. These are good people. They are people with aspirations, desires, and determination, but life dealt them the opportunity to develop bad habits."

Helping people develop *good* habits—in the areas of work, health, parenting, and school—has been one of Dr. Thomas' lifelong goals. It is also the goal of three community-based learning centers that he helped establish in Stillman's West Tuscaloosa neighborhood with funds from OUP's HBCU program. All three centers are located on the first floor of public housing communities where they are easily accessible to West Tuscaloosa residents.

Open 5 days and 2 evenings a week, the centers have provided job training, education, and other services to more than 12,000 adults and children since they opened in 2002. Exactly 352 residents have found jobs through the centers, an impressive figure given the area's 17-percent unemployment rate. The job search process has been successful, says Dr. Thomas, because it always begins with a talent inventory to find out what a new client does best and what he or she wants to do. Center staff then help the client set employment goals and identify specific steps to meet those goals.

All but 31 of the individuals who have found work through Stillman's community-based centers are still employed, says Dr. Thomas. That is not a guess or an estimate. He and his staff keep close track of every client they meet.

"We hold on to these clients until they achieve the goals that we identified together," says Dr. Thomas.



Community participant receives job-readiness counseling at the community learning center.

STILLMAN COLLEGE • TUSCALOOSA, ALABAMA

“And then we continue to track them. If someone gets a job as a clerk at Wal-Mart, for example, we don’t allow that person to go slipping back. We go by the house. We go by the job. We check with the employer to make sure everything is okay. When you come through our centers, you never get out of the club. That’s the joy of it.”

A strong partnership network has been the key to the centers’ success, says Dr. Thomas. Many jobseekers are referred to the centers by Stillman’s community partners, including the Tuscaloosa Housing Authority and Alabama’s Pardon and Parole Board. And many of those same clients are later employed by other Stillman partners, including B.F. Goodrich, Mercedes, Hunt Oil, Phifer Wire Products, and the DCH Regional Medical Center. Many of these partners sit on the program’s advisory board and have helped design the job-training curriculum and other center services.

While all community-based learning centers focus on job training, they also offer a variety of other services to local residents. Older people and families take advantage of center-based health and wellness programs and workshops on parenting, small business development, and homeownership. And, once public schools dismiss in the afternoon, the centers turn their attention to young people by offering tutoring, mentoring, and computer training programs with the help of Stillman faculty and students. Dr. Thomas sees all of these efforts as part of a coordinated strategy to rebuild the infrastructure of a city that he has called home for 60 years.

“You can rebuild the infrastructure of a neighborhood by building new housing, installing street lights, and creating parks,” says Dr. Thomas. “We have done



Afterschool tutoring program for at-risk students.

all that. But you also have to enhance the human infrastructure. You have to empower people to be self-sufficient and get things done for themselves over the long run. That’s the only way to make a permanent difference in a community.”

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Creating a Construction Workforce Above the Arctic Circle

How does a university reach out to prospective students who live in remote villages that are 200 miles from campus? “It’s simple,” says Clara Johnson, director of the Interior-Aleutians Campus (I-AC) of the University of Alaska-Fairbanks. “The campus must go to the students.”

For I-AC, that approach means flying adjunct instructors like Jerry Trainor, a retired journeyman, into Tribal villages above the Arctic Circle so that local students can participate in the campus’ Construction Trades Technology (CTT) program. Using funds from OUP’s AN/NHIAC program, Trainor spends 6 to 8 weeks at a time in these villages teaching residential carpentry skills to small groups of Native Alaskan men and women free of charge. In addition to paying nearly two dozen instructors for their time and travel, OUP covered the cost of shipping books and materials by barge or single-engine aircraft, depending on the season. The grant also paid accreditation fees to the National Center for Construction Education

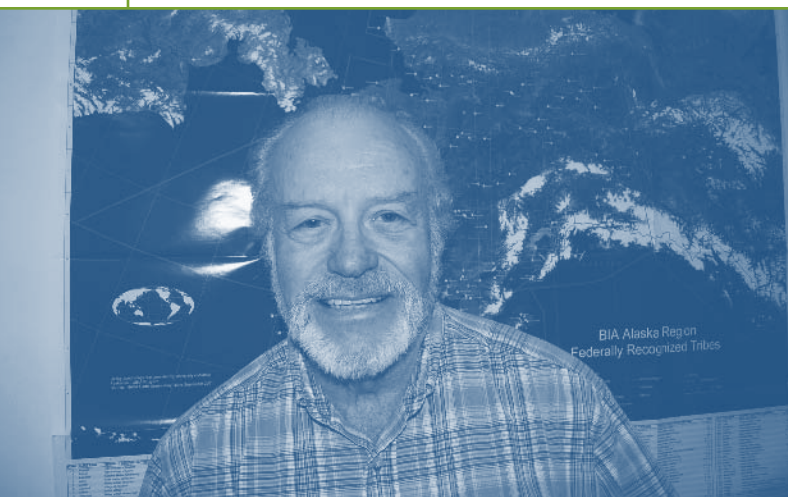
and Research, which supplied the curriculum. “We schedule the courses when the students can take time off from trapping, fishing, hunting, and seasonal jobs,” Trainor says. “Many of them want to be able to do something else.”

Trainor and his students work for 8 hours each day, either in makeshift classrooms provided by the village or outdoors in temperatures that can reach 40 degrees below zero. First, students learn how to read blueprints, use hand and power tools safely, and install drywall and interior walls. Then, they gain practical experience by working on construction projects identified by two local housing authorities: the Interior Regional Housing Authority and the Tanacross Village Council.

The CTT program has several goals. It should create a local workforce that is skilled in the construction trades. These job skills are particularly important for a region where unemployment rates hover above 25 percent and where 30 percent of construction wages go to nonresidents. In addition, I-AC is committed to bringing the opportunity for higher education to a remote section of Alaska that spans 600,000 square miles and is the size of France, says Johnson.

Since 2005, the CTT program has succeeded in reaching 10 of the 60 villages in its target area and has enrolled 115 students. So far, 58 individuals have completed the 15-week certificate program, earning 72 credits that they can apply to an associate’s degree in applied science.

Like all good partnerships, the construction trades program has brought benefits to all its participants. I-AC has benefitted because the housing authorities pay for construction materials and supplies used in the training program, says Johnson. In return, the housing authorities have gained access to a skilled



Jerry Trainor, CTT Academic Program Director.

UNIVERSITY OF ALASKA-FAIRBANKS, INTERIOR-ALEUTIANS CAMPUS • FAIRBANKS, ALASKA

construction workforce to help them improve the quality and safety of village housing.

The construction trades program has also helped housing authorities make the most of their limited resources. In many cases, a housing authority will pay I-AC students for their work on local projects, but these costs are far less than what the agencies pay in salary and lodging for out-of-town contractors. For their part, students in the program give and receive important benefits. “In addition to developing marketable skills, the students are learning to build their own homes, and they are giving back to their villages,” says Johnson.

Johnson and Trainor have no trouble recounting instances of students giving back to their communities. For example, when the Interior Regional Housing Authority in Yukon Flats had trouble finding a construction company to renovate flood-damaged buildings in a remote area, IAC students worked with their instructor to complete the job. Another group of students built a garage in Allakaket to protect a local health clinic’s emergency vehicle from extreme weather. Students in Galena, a city of 675 located on the Yukon River, improved the safety of one older woman’s home by repairing the porch and building a deck to replace the steep and rickety stairs she had been using.

Johnson is particularly pleased that the certificate program has attracted so many Native Alaskan men. Over 80 percent of program participants are male, which is atypical for the University of Alaska as a whole, she says.

“The coursework appeals to men because it’s practical, fun, and a good cultural fit,” says Johnson. “These men are coming to us for job skills and are rediscovering the joy of education.”



Students in IAC’s carpentry class.

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Preparing Hispanic Residents for the Workforce

When Marcela Hernandez passed the five-part General Educational Development (GED) exam, she cried. Then she called her father in Mexico to tell him the good news, recalls her instructor Carlos Gonzalez. Obtaining the GED was a career goal for Hernandez, who owns her own cleaning business and wanted to improve her business skills. But it was also a very personal goal. More than anything, the single mother wanted to set a good example for her 11-year-old daughter.

Hernandez is one of 3,983 students who have taken basic adult education and computer classes since 2006 at the Atkinson Lifelong Learning Center in Santa Maria, California. The center is a partnership between Allan Hancock College's Office of Community Education and the city's recreation and parks department. The idea of a learning center grew out of a

2003 needs survey targeting students enrolled in the college's English as a Second Language (ESL) and GED classes. "The local Hispanic community wanted classes to prepare them for the workforce," says Ardis Neilsen, dean of community education at the college.

Located in an agricultural region known for its sweet strawberries, green vegetables, and old-fashioned cowboy barbecue, Santa Maria has a vibrant ethnic culture but is economically challenged. The region's unemployment rate is currently at 8.7 percent and per capita income is a low \$13,780, according to the 2000 U.S. Census. Allan Hancock has been working with local partners for several years to turn these figures around. Using funds from OUP's HSIAC program, the college added a new classroom and a computer lab to the city-owned Atkinson Lifelong Learning Center. It uses this space to offer free, non-credit instruction, 6 days a week, in computer skills, ESL, citizenship, job readiness, GED preparation, and others. Most of the students are Spanish speakers who range in age from 18 to 80.

"The Lifelong Learning Center boasts of more enrollment than any of Allan Hancock College's 100-plus off-campus community education class locations," says Neilsen. "It has been an important success story for the community and the college." The center's location within the Hispanic community—about 2 miles from campus—has contributed to its success. Alex Posada, director of Santa Maria's Recreation and Parks Department agrees. "Bringing these classes to our facility has opened the doors to many of our neighborhood residents who have never walked on the college campus," says Posada. "Because the instruction is bilingual, many area residents feel welcome."



Students at the Atkinson Lifelong Learning Center computer lab.

ALLAN HANCOCK COLLEGE • SANTA MARIA, CALIFORNIA

Another key to success has been the partners' commitment to make the center's curriculum relevant to local families. For example, a recent public forum on gang violence, awareness, and prevention attracted 300 participants who are worried about the city's high crime rate. "Gang recruitment starts at an early age," says Neilsen. "We wanted parents to know what behaviors to watch for and the local resources that are available to help them."

Similarly, a tax preparation program initiated in 2008 helped 319 low-income taxpayers file their state and federal returns and, in many cases, receive their first-ever tax refund. On average, families who sought tax assistance through the program received refunds of \$1,500, according to Elaine Healy, the college's coordinator of community education.

The program also trained 35 Allan Hancock students in income tax preparation, a skill that will make them more marketable in the local workforce. To earn a certificate, students completed 48 hours of coursework and passed an Internal Revenue Service (IRS) exam in tax accounting. The Northern Santa Barbara County United Way (NSBC-UW) helped to secure bilingual faculty to train those students, and the IRS supplied the curriculum, textbooks, and student certificates of competency.

"The community economic impact of this program was in excess of \$1.3 million," says Edward Taylor, chief executive officer of NSBC-UW.

While Neilsen is pleased with the center's popularity, she says she would be disappointed if local residents remained satisfied with the noncredit courses offered there. Instead, she and noncredit academic counselors in the Office of Community Education encourage local residents to enroll in additional classes



Students study during ESL class at the Atkinson Lifelong Learning Center.

that could eventually lead to an associate's degree. Toward that end, the college continues to expand its workforce curriculum and plans to debut a new bilingual certificate program in clothing construction and alterations in 2009. "This partnership has rekindled both the college's and our efforts to build community," says Neilsen. "We all want the participants to move forward."

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Building a Pipeline from Public Housing to Higher Education

Something unexpected happened in 2000 while Kapiʻolani Community College (KCC) in Honolulu, Hawaii, was establishing a technology center for young residents of public housing. The money ran out—practically overnight.

The technology center was designed to raise computer literacy among elementary and high school students at Palolo Homes, Hawaii's largest public housing community. The project had been funded by a 3-year "Making a Civic Connection" grant from Campus Compact and MCI WorldCom. But when MCI WorldCom declared bankruptcy during the grant's second year, KCC and its partners at Palolo Homes found themselves with a fledging technology center and no budget. Walking away from the project was not an option, says KCC English Professor Judith Kirkpatrick. Instead, the partners decided to get creative.

First, KCC equipped the technology center with 18 older model computers that it no longer needed on campus. Then, Kirkpatrick amassed a collection of donated spare parts so her team of service-learning

students could fix the computers when they broke, which happened frequently. Finally, the partnership depended on service-learning students and resident volunteers to open the lab and supervise the young people who used it.

Despite a total lack of funds, the technology center flourished. In the process, KCC earned the trust of Palolo Homes residents and developed a working relationship with Mutual Housing Association of Hawaii, the community's owner. In addition, the partnership convinced other funders that the technology center was filling a critical need and deserved additional resources. "Our residents already had seen organizations leave the community if there was no funding," says Dahlia Asuega, a longtime community resident and Mutual Housing's resident services manager. "But KCC was committed to running the center whether there was money or not. That made our relationship more of a friendship than a partnership."

KCC's commitment to Palolo Homes was abundantly clear in 2008 when it used funds from OUP's AN/NHIAC program to open a state-of-the-art technology center on the second floor of the community's 51-year-old administration building. The 4,400-square-foot Palolo Learning Center bears little resemblance to the small technology lab that KCC struggled to keep open in 2000.

For one thing, the new center has 45 new desktop computers and 20 wireless laptops. It also features a sound and video editing room, a public health nurse's station, a reading room, a demonstration kitchen, and ample space to hold special classes. KCC plans to use the center to sponsor a variety of programs requested by residents, including English-language classes for adults, job training for certified nursing assistants, college preparatory courses, computer literacy classes, and a creativity academy where young people will learn animation. "For us it is not just a learning center," says Asuega. "It is an opportunity to succeed."



Students in KCC afterschool program.

KAPI'OLANI COMMUNITY COLLEGE • HONOLULU, HAWAII

When KCC came to Palolo Homes a decade ago, its initial goal was to provide computers and computer literacy programs to a diverse community that includes Asian Americans, Native Hawaiians, and recent immigrants from Samoa, Tonga, and Micronesia. Before long, however, KCC and Mutual Housing were working together to create an educational pipeline that has already sent 52 residents to college. Before the partnership began, college was not an option most residents considered possible, says Asuega.

Service-learning students have played a critical role in helping the college create that pipeline. About 150 undergraduates from KCC, the University of Hawaii at Manoa, and Chaminade University of Honolulu tutor students at the public schools that Palolo Homes youngsters attend. The tutors have enjoyed measurable success at Palolo Elementary School, which was forced into a No Child Left Behind restructuring process 4 years ago due to poor test scores. That restructuring ended in 2008 when the percentage of students reading at a third-grade level rose from 13 to 56 percent. "We played a part in that improvement," says Robert W. Franco, KCC's director of planning, grants, and civic engagement.

College students are also making a difference at Palolo Homes. Kirkpatrick and a core group of technology-savvy KCC students have helped design and equip the new learning center and will help ensure that it operates smoothly. Another group of undergraduates will continue to staff the center, interacting with young residents and showing them, by example, that attending college is an achievable and worthwhile goal.

"Public housing communities in Honolulu often are the places where immigrants first arrive in Hawaii from the Pacific Islands and Asia," says Franco. "We are trying to make sure that communities like Palolo Homes are not dead ends for these residents. Instead, we want to make these communities launching pads to higher education."



KCC Vietnamese Adult Learning Class.

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Bringing Summertime Fun and Academic Enrichment to Post-Katrina New Orleans

It took a first-grader to convince 25 students from Tennessee State University (TSU) that they were not working at any ordinary summer camp during the summer of 2006. The undergraduates had traveled 500 miles from their Nashville campus to run the only free camp operating in New Orleans during the summer after Hurricane Katrina.

“During snack time each day, one girl always tried to get second and third helpings that she stashed away in her little lunchbox,” recalls Carl Darnell, a TSU graduate who helped supervise TSU counselors at the camp. “At first we thought it was cute. She was only 5 or 6 years old. Then, we realized that this girl was trying to make sure her brothers and sisters had something to eat when she got home.”

Similar scenes, witnessed throughout the 5-week camp, provided TSU students with ample evidence

that Hurricane Katrina had upended the lives of the 250 youngsters who came each day to Loyola University of New Orleans to attend Camp Supercharge. The camp, funded by OUP’s URAP-HBCU program, was designed to use a mix of academic enrichment, summer fun, and psychological counseling to help students in kindergarten through sixth grade recover their equilibrium.

“Our primary goal was to provide a safe, fun, nurturing place for kids to get away from daily stress and be engaged in supervised activities while their parents worked at getting their lives back together,” says Dr. Deena Sue Fuller, executive director of TSU’s Center for Service-Learning and Civic Engagement. “And, of course, we wanted to help them make gains in academic achievement too.”

Indeed, the results of pre- and post-tests, tabulated after the camp ended, showed that campers had made *astounding* academic gains, says Dr. Fuller. In just 4 weeks, the youngsters’ math and language scores had risen by an impressive 60 percent. Daily 3-hour remedial sessions, taught by TSU undergraduates under the supervision of six certified New Orleans teachers, were largely responsible for the improvement, says Fuller.

Partners in Nashville and New Orleans also played a critical role in making Camp Supercharge a success. A camp director from the Nashville-based A to Z In-Home Tutoring provided onsite management, including coordination of the buses that transported youngsters to and from camp each day. The tutoring company also managed the camp’s purchasing and payroll systems and used its connections in New Orleans to find local partners. Those partners included the New Orleans Public School District and the Algiers Charter Schools Association, which publicized the camp among school families, chose 250 participants from among 500 applicants, and provided campers free breakfast and lunch daily.



A camper makes a mask during arts and crafts class at Camp Supercharge.

TENNESSEE STATE UNIVERSITY • NASHVILLE, TENNESSEE

“We were really filling a short-term need, and yet it had a long-term impact,” says Scott Hines, founder of A to Z In-Home Tutoring. “These students had missed almost a whole year of school. If they had not gotten any academic assistance, this could have set them up for failure.”

When campers were not practicing their reading or doing math problems, they were engaged in traditional camp activities like games, crafts, and field trips. But Katrina was never far from their minds. To help youngsters deal with the lingering trauma, three TSU doctoral students in counseling psychology provided group and individual counseling to campers whose parents authorized it. In addition, says Darnell, TSU undergraduates offered a willing ear to any student who needed it.

“Sometimes we had to just set the lesson plans aside and let the class talk to us,” says Darnell. “After a while, the campers could actually see that we cared. That made some of them care a little bit more about themselves.”

Darnell says the camp had a similar effect on the counselors he supervised. Many of those 22-year-olds matured over the summer, he says. That maturity helped transform undergraduates into inspiring role models, says Dr. Fuller. “Most of these campers didn’t have any relative who had gone to college,” she says. “Here were college kids who cared about them and played with them and laughed with them. Those relationships were a big part of our contribution to the community.”

Those relationships were also important to parents, according to Hines. “Parents told us that this camp had been the bright spot in their year,” he says. “Their children were still suffering from this crisis. But they had watched those children really blossom under the



Counselors at Tennessee State University’s Camp Supercharge.

mentorship of the TSU students. When the academic scores came back later, it was just icing on the cake. We already knew that we had been successful.”

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Expanding Horizons Through the Arts

The children of Humacao, Puerto Rico, are flocking to free music, art, and theater workshops at the Museo Casa Roig, a museum owned by the University of Puerto Rico at Humacao (UPRH). The classes are part of the Civic Engagement Through the Arts (CETA) initiative that is helping the university expand its presence in downtown Humacao while tapping the creativity and expanding the horizons of low- and moderate-income families through art experiences and performance.

“We have waiting lists for programs,” says Museum Director Teresa Brigantti. “Parents are even requesting workshops for adults so that they can learn about the arts.”

With four public housing projects nearby, Museo Casa Roig’s downtown neighborhood has one of the highest poverty rates (nearly 50 percent) in Humacao, a city of 62,000 residents on Puerto Rico’s east coast. Yet, the mixed-income neighborhood is also home to some of the city’s older, established families. Many youth in the city live in neighborhoods where they are challenged to avoid problems of crime and drugs, says Brigantti.

“The CETA program is using the arts as the primary mechanism to foster the personal development of the community as a whole,” she says. “In the process, we’re hoping to have a positive impact on (youngsters’) learning and academic achievement, on their self-esteem, and on their social development. We are trying to empower them to have a voice, to participate in the community, and to have a broader vision.”

Interest in the museum’s arts programs has been so high that the university is currently using funds from OUP’s HSIAC program renovate what is being called, at least temporarily, “The Annex.” The two-story, art deco-style house was built during the 1940s and is located next door to Museo Casa Roig. The year-long rehabilitation, which began in late 2008, will expand the studio and multipurpose facilities available to CETA and increase the program’s capacity to engage more young people in more varied programs. It will also allow the museum to continue its art-related collaborations with community partners that share its mission.

One of those partners is Centro de Enseñanza para la Familia, a local faith-based organization that works with residents of public housing. The nonprofit organization created a local music band to discourage delinquency and encourage young people to stay in school. Museo Casa Roig has provided the band with



Aventura Arquitectónica workshops expose children to architecture and design.

UNIVERSITY OF PUERTO RICO AT HUMACAO •

HUMACAO, PUERTO RICO

new instruments and an electronic sound system for rehearsals and public performances. It has also arranged for local musician Freddy Burgos to instruct the students and conduct band rehearsals.

When the HSIAC-supported renovations are complete, the museum complex will also contribute to an ongoing, city-led initiative to revitalize Humacao's downtown area as an arts and cultural district. The initiative's goal is to bring people downtown after business hours, spur real estate restoration and redevelopment, attract tourists, and create jobs. Other recent developments in this effort include the opening of a city-developed fine arts center, renovation of several nearby historic properties for arts use, streetscape enhancements, and a new tourism information center.

The museum's renovation will also allow the university to expand its presence in downtown Humacao and to create a branch campus devoted to the arts and community empowerment. And while the historic buildings which make up that branch campus will offer workshops, programs, and other learning opportunities to local residents, the buildings themselves will also become teachers. For example, the remarkable architecture of Museo Casa Roig provides the resource material and inspiration for Aventura Arquitectónica, a workshop that exposes young people to architecture and design. Through conversations with architects and hands-on activities, participants learn about the history of Casa Roig, its architectural elements, and its place in Puerto Rico's architectural history.

Built in 1919 as the home of a wealthy sugar baron, Casa Roig is one of the few surviving early modern structures on the Island of Puerto Rico. UPRH restored the museum's main building in 1989 and



A group of students display their designs at Aventura Arquitectónica.

opened it to the public as a regional art museum. Once an exclusive and somewhat foreboding place to the residents of Humacao, Casa Roig now embraces those residents. One parent recalled walking past Casa Roig for years, never dreaming that her child would one day be taking art classes inside. "These buildings are important not only as spaces," says Brigantti. "They embody the history of this community."

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Helping the Homeless Become Advocates and Problem Solvers

Three years ago, 56-year-old Mick Matthews had a stroke that drained his finances, forced him to default on his mortgage, and led him into homelessness. Now Matthews has a permanent place to live and is a leader and advocate for homeless individuals in Turlock, California, a rural community with one of the highest foreclosure rates in the state.

Matthews credits the CARES Resource Center, operated by California State University, Stanislaus (CSUS), with empowering him “to make my voice known here in town and to feel human again.” The university used a grant from OUP’s HSIAC program to open CARES, which stands for Community Action and Resources for Empowerment and Sustainability. “Much of our work is crisis management,” says Julie Fox, director of the university’s Office of Service Learning, which operates CARES. “A lot of our time is spent listening.”

On a typical day, an average of 40 persons come to the CARES Resource Center to request individual counseling or to use its restroom, free telephone, photocopy machine, and computers. Staffed by CSUS service-learning students, the center is a clearinghouse that guides homeless individuals to local agencies that offer the help they need. For example, CARES has partnered with Kaiser Permanente to provide needed health services to clients who lack insurance. The health provider sends a free mobile clinic to the center once a month to provide about 30 individuals with routine medical screenings and treatment of nonchronic medical problems.

The center also offers help with legal documents to clients who have trouble accessing community services because they lack photo identification. “About 15 people a week receive assistance in obtaining a state identity card at a reduced rate or replacing lost birth certificates,” Fox says.

In addition to satisfying immediate needs, CARES aims to foster individual and group problem solving among its clients. For example, a leadership council acts as a governing body for the center, giving homeless individuals a chance to meet with staff, voice their concerns, share ideas, and review policy. Homeless men and women set their own agenda for these meetings, says Steven Filling, professor of accounting at CSU Stanislaus, who helped create CARES. “Self-governance is hard, messy work,” says Filling. “For us, it is a continuing process of not taking control. Once the clients are in a leadership position, they don’t need us any more.”

The council has left its mark on the center. It identified the need to expand the Kaiser Permanente health clinic from a half day to a full day, brought about a change in the center’s hours of operation, and created a code of conduct for clients. For more



CARES partner Kaiser Permanente provides a monthly free mobile clinic.

CALIFORNIA STATE UNIVERSITY, STANISLAUS • TURLOCK, CALIFORNIA

than 2 years, Mick Matthews led many council meetings and reports that, as a result of the experience, “my confidence grew and my public speaking became more natural.” He has used that newfound confidence to become an advocate for the homeless before the Turlock City Council and the university. Matthews recently participated in a city-sponsored focus group that explored the feasibility of creating a permanent shelter for the homeless within the city limits. “Everyone agreed we need a shelter, transitional housing, and support services,” he says. “The city council did too, but they want a nonprofit organization to run and operate it.” Matthews and others are in the process of creating an action team to do just that.

In addition to empowering homeless individuals, CARES has also given 200 CSUS students an opportunity to learn how to form partnerships that bring about community change. University faculty and students assist the leadership council in its work and also work with local merchants and policymakers to help center clients with housing, résumés, transportation, and government applications. Students have also organized food and sleeping bag drives, testified at public meetings, and written letters to the editor about issues affecting the homeless. Sociology students enrolled in one university course even developed resource guides for those who find themselves on the streets. “These projects change the way students look at the problems of homelessness and understand the complexities of the issue,” Filling says. CARES volunteer Peggy Stepro, who is pursuing her master’s degree in social work, agrees. “No longer can I drive down the street and ignore the human beings I see pushing a shopping cart,” she says. “Now I make eye contact and wonder if he will be safe tonight, where he can find food, and if I may see him tomorrow.”



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Preparing Inmates for Life after Incarceration

Medardo Sanchez has bred cattle and raised hay since retiring from his managerial job in human resources. But his greatest challenge is teaching mathematics 3 days a week at the Rio Arriba County Detention Center in rural Tierra Amarilla, New Mexico. For the past 3 years, Sanchez, 74, has been part of an outreach effort by Northern New Mexico College (NNMC) to offer onsite educational and workforce training to inmates of the jail. Most of the men and women there are awaiting trial on drug and alcohol abuse charges. The majority hail from Española, where the college is located.

“Rio Arriba County has the highest per capita heroin overdose rate in the country,” says Bernadette Chavira-Merriman, chair of the developmental studies department at NNMC and director of the detention center’s education program. “Everybody wants to do something about it.” NNMC took an interest in the jail when Felicia Casados, former dean of planning

and special projects, hired inmates on work release to help with a party to celebrate her parents’ 50th wedding anniversary. “The former dean quickly realized the inmates had skills, but they had very little to do, and their time could be better spent,” says Chavira-Merriman.

That realization led the college to apply for a HSIAC grant from OUP to develop a strong presence both at the detention center and in the lives of former inmates. Since then, Sanchez and two other part-time instructors have worked hard to teach 182 inmates the skills they need to succeed after their incarceration ends. Classes take place in two computer-equipped classrooms at the detention center. Most of the students are Hispanic and 25 percent are women. “Eighty percent of our students are below the 12th grade level,” says Chavira-Merriman. “We concentrate on basic adult education, writing résumés, and practice interviews for jobs.”

Fifteen of the inmates have earned their General Educational Development (GED) diploma since the college’s program began. One of those students, a 30-year-old mother of two, served as a role model for fellow inmates when she earned her degree. The fact that she now has a good job in Española has only enhanced her reputation. “I kept encouraging her to make the most of her education,” says Sanchez. “When she graduated, we took a photo of her in her cap and gown and shared it with the rest of the jail. The other inmates took notice.”

Community partners have also taken notice of the program. Lauren Reichelt, director of Rio Arriba County’s Department of Health and Human Services, applauds the college’s efforts to provide case-management services that help inmates qualify



NNMC Center for Fine Arts.

NORTHERN NEW MEXICO COLLEGE • ESPAÑOLA, NEW MEXICO

for Medicaid and job-related education and training once they are released. Through a new partnership with the college, the department will provide intensive case management to 5 to 10 released inmates each month in order to help them transition successfully to life outside of jail, says Reichelt. In addition, the county will train former inmates as peer counselors to help ex-offenders find work, a place to live, and generally make their transition easier.

Another college partner, a community-based organization called Inside Out, will connect ex-offenders with groups and individuals that offer free haircuts, food, parental support, and vocational planning. The organization also offers free drug and alcohol counseling.

NNMC's current detention center-based programs are much different than the program that NNMC originally envisioned, admits Chavira-Merriman. Initially, the college set out to provide a much more extensive program that would have offered vocational training, postsecondary credit courses, and microenterprise development for detention center inmates. NNMC also planned to offer an online criminal justice associate's degree for detention center personnel. On paper, the plans made perfect sense, says Chavira-Merriman. But it soon became clear that those plans did not match the interests of either inmates or jail personnel. While discouraging, the poor response taught Chavira-Merriman valuable lessons. "Do the data collection and needs assessment before writing the proposal," she counsels. "Instead of over-committing, concentrate on one or two activities and do them well."

And most important, says Chavira-Merriman, pay attention to the inmates' wishes. That lesson helped make a HSIAC-funded library at the detention center



NNMC General Education Building.

immensely popular. The college thought it knew what kind of books inmates wanted to read, but quickly changed its purchasing plans based on inmate preferences. "We intended to buy books about the Southwest," says Chavira-Merriman. "But our survey showed the women wanted romance novels and the men wanted westerns and mysteries."

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Creating Opportunities for Tribal Colleges and Universities

A native culture that emphasizes cooperation and a willingness to help others has characterized every aspect of the health and fitness center that Salish Kootenai College (SKC) recently built on its campus in Pablo, Montana.

SKC built the center to help members of the Flathead Indian Reservation combat the diabetes and obesity epidemics that have touched practically every community family. SKC faculty and students built 90 percent of the facility themselves, while tribal contractors installed the plumbing, electrical, and heating/cooling systems. More than 3,000 people, have used the 42,000-square-foot center since it opened in 2005.

The cooperative spirit that has made the SKC fitness center such a success can also be found at other institutions of higher education participating in the Tribal College and Universities Program (TCUP) sponsored by HUD's Office of University Partnerships (OUP). These educational institutions do not draw a line between their campuses and their surrounding communities. Instead, educators, tribal leaders, and local residents work as partners to meet the challenges that confront their communities, including high unemployment, poverty, poor health, and low educational attainment.

This chapter highlights some of the ways that OUP funds are helping Tribal colleges and universities build modern campuses that will meet the educational needs of their constituents. In addition to an account of **Salish Kootenai College's** fitness center (page 76), the chapter includes the following accomplishments:

A new TCUP-financed Library and Technology Center is the first fully "wired" building at the **Institute of American Indian Arts** (IAIA) in Santa Fe, New

Mexico (page 78). The high-tech building houses a Learning Support Center that helps current and prospective students achieve academic success, as well as a New Media Department that is helping IAIA graduates launch careers in the digital arts.

Chief Dull Knife College in Lame Deer, Montana (page 80), met several institutional goals when it used TCUP funds to build an Early Childhood Learning Center on campus. The energy-efficient building, constructed of straw bales, has doubled the college's capacity to offer childcare services to students who are also parents. In addition, the straw-bale construction cut the building's anticipated energy usage in half.

College of Menominee Nation (CMN) in Keshena, Wisconsin (page 82), has experienced a huge spike in enrollment since 1993 when it opened its doors to 47 students. The college now serves 500 students and expects its enrollment to rise even higher when members of the Menominee tribe, half of whom are under the age of 18, are ready to pursue postsecondary degrees. To ensure it has the physical space necessary to meet student demand, CMN used its 2004 TCUP grant to add five classrooms, a conference room, a food court, and a student lounge to its campus.

Sitting Bull College (SBC) in Fort Yates, North Dakota (page 84), has used its TCUP grants to create facilities that will help nontraditional students who tend to be older and who arrive at SBC with pressing family responsibilities. A TCUP-supported Family Support Center provides onsite childcare to these families and will soon become a multigenerational gathering place where young people attend afterschool programs and tribal elders participate in cultural events.

Using Cooperative Action to Improve a Reservation's Health Status

Diabetes and obesity have recently become the two leading causes of serious health problems among residents of the Flathead Indian Reservation in rural Pablo, Montana. When the Confederated Salish and Kootenai Tribal Health Department announced the health crisis in 2002, administrators at Salish Kootenai College (SKC), located at the center of the reservation, felt they had to take concrete action to help mitigate that crisis.

"Everyone knew someone with diabetes," says Michael O'Donnell, a former vice president of SKC's administration and now a consultant to the college.

SKC's first response to the health department's news was to host an annual health fair for the local community. Unfortunately, college facilities could only accommodate about 200 people. Committed to reaching more of Pablo's 1,000 residents with its

health-centered programs, SKC faculty developed a plan to build an on-campus health and fitness center to help students, staff, and local residents take positive action to improve their physical condition. SKC donated land for the center, which was built with funds from an OUP TCUP grant, other federal agencies, and private donors.

More than 3,000 students, faculty, and local residents have used the health and fitness center since it opened in 2005. "Our college is known for its healthy learning environment," says Dr. Joseph McDonald, president of Salish Kootenai. "The fitness center contributes positively to that. A healthy mind and a healthy body is what we strive for."

The multipurpose 42,000-square-foot health and fitness center offers a variety of programs designed to help the entire community strive for fitness. The center is home to recreational volleyball and basketball leagues that local residents can join. Residents can also receive health screenings, attend fitness classes, or use the college's indoor track—the only facility of its kind within a 2,000-mile radius. A podiatry clinic helps diabetic patients monitor their condition, while the campus television station broadcasts healthy cooking demonstrations to the entire reservation from the center's instructional kitchen. Information about community services is routinely distributed by staff at the center's information desk.

A native culture that emphasizes cooperation and a willingness to help others has characterized every aspect of the health and fitness center, from its design and construction to its day-to-day operations, says O'Donnell. The most visible illustration of that cooperation was the team of college faculty and



Kitchen in Joe McDonald Health and Physical Education Center at Salish Kootenai College.

SALISH KOOTENAI COLLEGE • PABLO, MONTANA

students who worked together for months to build 90 percent of the center in what has become a SKC tradition. Students from the Heavy Equipment Department worked under faculty supervision to prepare the fitness center's construction site, while undergraduates in the Building Trades Department completed its rough framing and finishing. Tribal contractors installed the building's plumbing, electrical, and heating/cooling systems.

During SKC's 32-year history, faculty and students have built a total of 10 campus facilities. The cooperative labor arrangement benefits KSC students who earn college credit and gain valuable job skills they later apply to full-time positions with local contractors. Using its own labor force helps the college to keep construction costs under control. In addition, the student labor brings an added, and unexpected, bonus to SKC: the campus has virtually no graffiti. "Students take so much pride in their work," says O'Donnell. "They don't allow it."

The same spirit of cooperation governs the use of the health and fitness center, which is called upon regularly to host community events such as housing and career fairs and community dinners. In a poignant illustration of the college's role as a community gathering place, the center recently hosted two funerals. "They were both large funerals of well-known community people and there was no church large enough to hold them," says Dr. McDonald. "The center helped provide a great deal of comfort to people in their grief."

Salish Kootenai College hopes to tap into its community's cooperative spirit once again when it begins working to open a rural health clinic on campus. College President Dr. McDonald suggests that this



Workers construct the track inside SKC's health and fitness center.

same community spirit could also help other Tribal colleges make their big dreams a reality. "With a great deal of innovation and perseverance, it can be done" says McDonald. "There needs to be give and take in getting as many Tribal members and Tribal-owned businesses involved in the construction as possible."

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Helping Students Reach for the Future While Rooted in the Past

The Institute of American Indian Arts' (IAIA's) new Library and Technology Center (LTC) clearly has its roots in the traditions of the past. The LTC, a large circular structure on IAIA's campus near Santa Fe, New Mexico, borrows many of its architectural elements from the ancient Anasazi Indians, whose social and ceremonial gathering places can still be seen 185 miles away in Chaco Canyon. However, the new building is also helping IAIA students prepare themselves to participate fully in the future.

The LTC is the latest component of a modern learning environment that IAIA has been steadily building since 2000, when it moved from the campus of the College of Santa Fe to a new 140-acre campus just south of Santa Fe. The fine arts college has used funds from OUP's TCUP, and other sources, to construct many of its new buildings, including the LTC.

IAIA's newest building was designed with respect for and natural interaction with the environment. The LTC was built and furnished with environmentally friendly materials, and its design balances the amount of natural and artificial light that enters the building. The outside structure is designed to capture rainwater and store it for nonpotable indoor and outdoor use. It houses some fairly traditional campus facilities—a 280-seat auditorium, classrooms, and an expanded library—and is IAIA's first fully "wired" building, with an extensive archive collection of films, videos, and photographs.

One wing of the new building houses a Learning Support Center, which is devoted to ensuring that current and prospective students are successful in college. The support center provides educational outreach activities, workshops, and classes to area tribal communities, organizations, and schools. A summer program called "Expanding the Circle" exposes high school students to campus life while they improve their academic and study skills. The Learning Support Center is a vital part of the campus, says Laurie Logan Brayshaw, director of IAIA's Office of Sponsored Programs, because "so many students want to attend college, but they're not always adequately prepared."

Another wing of the LTC houses a new degree program that uses state-of-the-art equipment to prepare students for careers in multimedia arts. The caliber of that equipment and of the building's other amenities is helping J. Carlos Peinado, chair of the New Media Department, push his students to think "long term and big," in much the same way he has approached his own career.

A filmmaker whose first full-length documentary premiered at New York's famed Tribeca Film Festival, Peinado wants to see his students take the creative



(L to R) Orlando White, Natasha Martinez, Elvina Woody, and Nancy Strickland at IAIA's 2004 graduation.

INSTITUTE OF AMERICAN INDIAN ARTS • SANTA FE, NEW MEXICO

risks necessary to make their own mark on multimedia platforms like smart phones and other new communication devices. Peinado's passion to see his students succeed seems to be paying off. Walt Disney Imagineering, a high-tech arm of The Walt Disney Company, has already recruited one of the program's graduates for a full-time position. Peinado hopes more of his students will also work for Disney one day. "We have an agreement to continue to try and place more students there," says Peinado. "But first they need elevated skill sets and experience working in collaborative teams. This facility plays a key part in affording those opportunities."

Postgraduates and professionals nationwide also have the opportunity to hone their skills at the LTC through a 6-week summer program that is sponsored by IAIA and the Disney•ABC Television Group. That program offers workshops in scriptwriting and film production and gives Native American filmmakers a venue to produce and showcase short films. It also gives participants valuable opportunities to obtain career-building fellowships and to make important contacts with entertainment industry executives.

The timing of IAIA's New Media programs could not be better for students, says Brayshaw. New Mexico's booming film and television industry has the potential to create exciting opportunities behind the camera and on the screen for program graduates who want to stay close to home. And what about those who may want to make their mark beyond New Mexico in the nation's traditional entertainment centers? Peinado says he believes anything is possible. "My goal is to have the best undergraduate programs in film and new media in the country," he says. "When you give people the tools that make them powerful, the results will be stellar."



Library and Technology Center at IAIA.

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Keeping Students in School with an Eco-friendly Childcare Center

Until a year ago, the demographics of its student population and its geographic location presented a serious challenge to Chief Dull Knife College (CDKC) in Lame Deer, Montana. “Eighty percent of our student body is made up of parents, and many of them are single parents,” says William Wertman, vice president of administration at CDKC, located on the Northern Cheyenne reservation in southeastern Montana. Adding to the challenges, says Wertman, the 2-year college is 20 miles from the nearest childcare provider and a 90-minute drive from the closest mid-size city.

Worried that parents with no access to childcare would be forced to drop out of school, CDKC took decisive action to keep its students engaged in their postsecondary education. Using funds from OUP’s TCUP grant and the U.S. Department of Agriculture’s Community Facilities Grant Program, the college built

an Early Childhood Learning Center (ECLC), which opened in 2007. The ECLC more than doubled the size of the college’s first daycare center built in the 1960s. And, in the process, it has helped the college meet several important institutional goals.

First, the ECLC’s unique design process allowed CDKC students to interact with professors and students from the country’s leading universities thanks to an initiative organized by the American Indian Housing Initiative (AIHI). AIHI represents a partnership between CDKC, Pennsylvania State University, the University of Washington, and the University of Wisconsin-Madison to introduce green building technologies and community-based planning to American Indian reservations. Faculty and students from the participating universities worked together over a 2-year period to design and build the ECLC so that it complemented the unique cultural heritage of the Northern Cheyenne while honoring the environment and saving money.

“Our students are longing for this kind of practical experience,” says David Riley, associate professor of architectural engineering at Penn State. Riley, who served as the ECLC’s design and construction manager, brought 50 of his engineering students to Montana to conduct data gathering and planning for the new daycare center.

To ensure that the ECLC met the needs of the community, faculty and students held community design workshops and used landscaping projects to connect Cheyenne youth and elders with college students. This interaction helped students learn how to incorporate the needs of end-users into the design of the building. Ultimately, student-collected data persuaded the college to change the location of the ECLC so it would accommodate parents’ need for convenience in picking up and dropping off their children. Community



Early Childhood Learning Center under construction.

CHIEF DULL KNIFE COLLEGE • LAME DEER, MONTANA

input also led students to include two mosaics, which highlight the colors and language of the native people, in the building's design.

In addition to broadening the horizons of all participating students and bringing outside expertise to campus, the planning process also gave the ECLC an energy-efficient design that reduced construction costs and continues to keep the college's utility bills under control. "We expect to save 60 to 65 percent on our utility costs," says Wertman.

The energy savings come from straw bales, which form the structure of the 4,800-square-foot facility. The bales provide excellent thermal insulation from Montana temperatures, which range from -10° F in winter to 105° F in summer. In addition, the eco-friendly building blocks are weatherproof, fire-resistant, pest-free, and soundproof—all desirable features for a daycare center. At \$2 to \$4 a piece, the bales are less expensive than other building materials. Construction costs are further reduced because straw-bale buildings are easy for volunteer and unskilled laborers to assemble.

Since 2000, AIHI has constructed seven buildings on the Northern Cheyenne reservation, four of which are on the CDKC campus. The ECLC is the largest. "The whole experience has been a win-win," says Wertman. "During the exchange our students and theirs also learn about each other's cultures."

While the cultural exchange and the cost savings associated with the new center have been important, the real winners are parents like Sunshine Curlee, a working mother and college employee who is pursuing an associate's degree from CDKC and a bachelor's degree in science from Montana State University. Curlee is delighted with the ECLC's facilities and the



ECLC Early Childhood Learning Center at CDKC.

individual attention her 10-month-old daughter, Araya, receives there.

"She's adjusted so well," says Curlee, who expects to finish her second associate's degree next spring. "Araya is ordinarily so clingy. It's been a surprise to discover she's become a little socialite."

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Strengthening the Local Economy by Educating More Students

Almost half the residents of Menominee County in northeast Wisconsin are unemployed, and 56 percent of those who do have jobs still live below the federal poverty level. The community's economic picture is so serious that the most recent U.S. census ranked Menominee as the 13th poorest county in the nation.

College of Menominee Nation (CMN), a 2-year liberal arts and technical college chartered by the 8,500-member Menominee Indian Tribe of Wisconsin, has been working hard for most of the past decade to improve these numbers. As the fourth-largest employer in Menominee County, the college has done its part to hire residents who live near its campus in the county seat of Keshena. But, keeping with its academic mission, CMN's influence on the local economy is being felt most strongly in the classroom.

That is where the college is working to improve the future success of its students by offering them a

strong curriculum that revolves around science, technology, engineering, and mathematics (STEM). CMN has steadily increased enrollment in its STEM courses from 47 students when the college opened its doors in 1993 to more than 500 today. A quarter of those students are now enrolled in science-intensive degree programs.

Because more than 50 percent of the Menominee Tribal population is under the age of 18, the college expects STEM enrollment to continue its upward spiral over the next decade. CMN also foresees a critical need for well-qualified employees at Menominee Tribal Enterprises (MTE), the corporate entity that manages and markets the tribe's forest products. The senior management team at MTE is expected to retire in a few years leaving a void that CMN believes its students can fill.

Gearing up to meet the increasing demand for its educational offerings has challenged CMN at a most basic level. Until 2 years ago, the college had only 7 classrooms, which made it almost impossible to schedule all the courses current students need to graduate. It also seemed doubtful that CMN could successfully expand its student enrollment anytime soon. That is why a TCUP grant from OUP, which the college received in 2004, has made such a dramatic difference on campus.

CMN's TCUP grant helped the college build a 3-story addition to the 6-year-old Shirley Daly Hall, a classroom building that also houses several science labs. The expansion added 5 classrooms, each of which seats between 26 and 48 students. The added space has given CMN the ability to accommodate approximately 180 students at any given time. The addition also gave the college a new conference room, food court, and student lounge.



College of Menominee Nation campus.

COLLEGE OF MENOMINEE NATION • KESHENA, WISCONSIN

“Shirley Daly Hall is a simple building but well thought out,” says Campus Planner Joel Kroenke. “It has helped us increase our classroom capacity by 35 percent.”

Kroenke coordinated the Shirley Daly addition, which came in on schedule and within budget. He credits the building’s simple design, and the college’s design and construction partners, with ensuring a smooth renovation. Costs were kept low, he says, because the college purchased discounted white pine from the MTE sawmill.

In addition to adding classroom space, the renovation also allowed CMN to consolidate its administrative offices in nearby Glenn Miller Hall and to dedicate the renovated Shirley Daly Hall to academic purposes. The two buildings remain connected by a glass atrium that has come to symbolize CMN’s openness to its community. Because the college is “chartered by the people,” explains Kroenke, there are few walls and many connections between campus and community.

Examples of these connections are numerous. CMN routinely includes community representatives in its decisionmaking about campus planning and infrastructure. And, to stimulate the local economy, the college gives preference to local contractors when awarding contracts on its capital projects.

Now that it is completed, Shirley Daly Hall is an active part of the college’s outreach efforts. Students in the local chapter of the Strategic Environmental Education Development and Sustainability Society use the building’s food court to raise money for charity by selling fair-trade coffee and beans. The building, along with other campus facilities, gets plenty of use from local residents who visit the campus for summer youth camps, job fairs, financial literacy classes, and special Tribal events. In another welcoming gesture, the



Shirley Daly Hall at College of Menominee Nation.

college used TCUP funds to make all eight of its buildings accessible to people with disabilities. “The college is a bright spot here,” says Kroenke. “It is the center of educational activity for the reservation. We wanted to reach out to *all* members of the community.”

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Building a Campus to Serve Nontraditional Students

Something exceptional is going on at the campus of Sitting Bull College (SBC) in Fort Yates, North Dakota. So exceptional, in fact, that some students are willing to endure a daily commute of 110 miles across the Standing Rock Reservation to experience it.

Established in 1973 by the Standing Rock Tribe, SBC is being re-envisioned and reborn. Campus buildings with leaking roofs and bucket-lined hallways are being replaced with new structures that now dot a majestic hill overlooking the Missouri River. And the college is expanding its services and educational programs to ensure that it can meet the needs of its students whose average age is 31. "Students are feeling pride now," says SBC President, Dr. Laurel Vermillion. "You can see it on their faces when we open a new building."

Through its bold building initiatives and a tailored educational program, SBC is pursuing a long-term vision that has three basic goals: to strengthen the pipeline of Tribal students moving from secondary to higher education; to support its students in their quest to obtain a relevant, quality college education; and to encourage and support the growth of thriving businesses that can move the Standing Rock Tribe closer to economic sustainability.

That vision is being carried out through two key building initiatives supported by OUP's TCUP grant. The first is a Family Support Center, which was completed in March 2006. The second is a Student Support Center, currently under construction, which will include a 4,020-square-foot library, classrooms, computer laboratories, and offices for student support staff. In addition, the college used other funding sources to build a Science and Technology Center that includes offices, classrooms, laboratories, and a nursing program. A new Entrepreneurial Center features a business incubator that will soon provide space, technical support, and resources to help local residents start their own businesses and, in the process, strengthen the local economy.

All of SBC's new facilities are designed to help students, who tend to be older and who arrive at SBC with pressing needs for financial aid, transportation, living accommodations, and daycare. Despite these needs, SBC students "tend to be better students because they realize the importance of education to move ahead," says Dr. Vermillion, who is an SBC graduate. That strong academic commitment from undergraduates motivates Dr. Vermillion and her colleagues to show an equally strong commitment to support the college's nontraditional students.



Sitting Bull College graduation class of May 2008.

SITTING BULL COLLEGE • FORT YATES, NORTH DAKOTA

That is where the 15,000-square-foot SBC Family Support Center comes in. In addition to providing onsite childcare to students, the OUP-supported center is on its way to becoming an integral part of the college's educational curriculum. It currently houses SBC's Education Department and Dr. Vermillion envisions that the center will become "a place where students and faculty can do internships, and where we involve elders in programs that convey our culture." A natural extension of this vision will be an afterschool program that offers activities for young people.

Looking to the future, SBC would eventually like to add family-style residence halls to the list of college amenities that might help attract more young families to its educational programs. The campus has only 18 family housing units at present, far less than its 400 commuting students could put to use, says Dr. Vermillion.

Serving families also means paying attention to the needs of the next generation of Standing Rock Tribe members, says Dr. Vermillion. That is why her goal has been to expand educational programs that the college offers to younger students. To meet that goal, Vermillion works closely with the Standing Rock Education Consortium, a group of local educators representing local K-12 and Head Start schools, which is exploring creative ways to get young children interested in science, technology, engineering, and mathematics. "It's important to bring children on board early," she says. "By the time students are in high school or college, it is sometimes too late to get them passionate about learning."



SBC students working on a class assignment in the Arthur Litoff Computer Lab.

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The background features a light gray grid pattern overlaid with several concentric circles of varying diameters. The circles are centered on the left side of the page. The overall color palette is muted, consisting of light blues, greens, and grays.

SECTION III:

Appendix

Appendix

Minority-Serving Institution Grantees

1998–2008

The following pages include information about all minority-serving institutions that have received a grant from the Office of University Partnerships (OUP) since 1998. The information provided here has been adapted from a database of grantees that can be found on the OUP Web Site. Visit www.oup.org and click on “Grantee Database” to read more about these OUP grantees and to find up-to-date contact information.

Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC)

ALASKA

Ilisagvik College

Barrow, AK 99723

Website: www.ilisagvik.cc

Grant years: 2000, 2003, 2005, 2007

Goal of 2007 grant: To train staff of village organizations in the North Slope Borough in such areas as accounting, human resources, grants, governance, and compliance.

Sheldon Jackson College

Sitka, AK 99835

Website: www.sheldonjackson.edu

Grant year: 2004

Goal of 2004 grant: To establish a 15-credit Village Management Institute for individuals in administrative positions in communities in Southeast Alaska.

University of Alaska–Fairbanks, Bristol Bay Campus

Fairbanks, AK 99775

Website: www.uaf.edu/bbc

Grant years: 2001, 2003, 2005, 2007

Goals of 2007 grant: To provide vocational and educational programs for rural Alaska Natives and to increase employment opportunities and small business development options in rural communities.

University of Alaska–Fairbanks, Chukchi Campus

Kotzebue, AK 99752

Website: www.chukchi.uaf.edu

Grant years: 2002, 2005, 2007

Goals of 2007 grant: To train the local workforce in construction trades and to employ students during a practicum period as they construct and renovate private homes and public buildings.

University of Alaska–Fairbanks, Interior-Aleutians Campus

Fairbanks, AK 99775

Website: www.iac.uaf.edu

Grant years: 2001, 2004, 2006, 2008

Goal of 2006 grant: To increase employability, economic development, and housing opportunities in Native communities by providing Construction Trades Technology coursework free of charge to local residents.

University of Alaska–Fairbanks, Kuskokwim Campus

Fairbanks, AK 99775

Website: www.kuskokwim.bethel.alaska.edu

Grant Years: 2003, 2006

Goal of 2006 grant: To collaborate with nine regional partners to develop workshops, training, and festivals that honor Native culture and lead to economic development.



**University of Alaska–Fairbanks,
Northwest Campus**

Fairbanks, AK 99775

Website: www.nwc.uaf.edu

Grant years: 2003, 2006

Goals of 2006 grant: To repair and remodel the Northwestern Alaska Career and Technical Center dorm at Nome-Beltz High School.

HAWAII

Chaminade University of Honolulu

Honolulu, HI 96816

Website: www.chaminade.edu

Grant year: 2003

Goal of 2003 grant: To establish a training and community outreach facility that will house the Association of Hawaiian Civic Clubs and provide space that Hawaiian Civic Clubs can use to serve their communities.

Hawaii Community College

Honolulu, HI 96822

Website: www.hawaii.hawaii.edu

Grant year: 2004, 2008

Goal of 2004 grant: To renovate the Kea'au Youth Business Center to include a commercial kitchen, multimedia digital arts lab, recording studio, and equipment for youth business training activities.

Honolulu Community College

Honolulu, HI 96817

Website: www.honolulu.hawaii.edu

Grant year: 2004

Goal of 2004 grant: To assist in the creation of the Kokea Training Center, which will offer pre-construction, job readiness, and life skills training to low-income families.

Kapi'olani Community College

Honolulu, HI 96822

Website: www.hawaii.edu

Grant years: 2004, 2007

Goal of 2007 grant: To create the Ohana Learning Center to house early literacy tutoring and mentoring, computer training, career-building, health promotion, financial literacy, and strategic planning programs and services.

Kauai Community College

Honolulu, HI 96822

Website: www.kauaicc.hawaii.edu

Grant years: 2001, 2004, 2008

Goal of 2004 grant: To develop a community agriculture training and agribusiness incubation center in the Anahola Hawaiian Homestead on Kaua'i.

Leeward Community College

Honolulu, HI 96822

Website: www.lcc.hawaii.edu

Grant years: 2001, 2002, 2004, 2007

Goals of 2007 grant: To renovate an existing facility at Wai'anae High School, to develop an animation arts curriculum that prepares young people for college and careers, and to pilot English and math classes that are relevant to students' professional interests.

Maui Community College

Honolulu, HI 96822

Website: www.maui.hawaii.edu

Grant years: 2001, 2005

Goal of 2005 grant: To increase homeownership and economic participation among the Native Hawaiian members of Maui County.

University of Hawaii at West Oahu

Honolulu, HI 96822

Website: www.uhwo.hawaii.edu

Grant years: 2003, 2005

Goal of 2005 grant: To build a Drug and Vocational Rehabilitation Facility that will offer clinical services, facilitate vocational rehabilitation, and provide a training site for staff and student interns.

University of Hawaii at Hilo

Hilo, HI 96720

Website: www.uhh.hawaii.edu

Grant year: 2004

Goal of 2004 grant: To design, establish, and run small businesses that focus on the cultural needs of the community and the training interest of villagers.

University of Hawaii at Manoa

Honolulu, HI 96822

Website: www.uhm.hawaii.edu

Grant year: 2000, 2008

Goals of 2000 grant: To assist in the rehabilitation of the Papakolea Community Center, to aid in the construction of the Maunalaha Valley Community Center, and to develop and expand recreational, educational, community visioning, and economic development programs.

Windward Community College

Kaneohe, HI 96744

Website: www.wcc.hawaii.edu

Grant year: 2002

Goal of 2002 grant: To build a Community Resource Center that features a training kitchen and food service area and offers life skills, job, and microenterprise training programs.

Hispanic-Serving Institutions Assisting Communities (HSIAC)

ARIZONA

Arizona Western College

Yuma, AZ 85366

Website: www.azwestern.edu

Grant year: 2000

Goal of 2000 grant: To establish a community learning center that provides local residents with training and education opportunities designed to increase their employability and earning capacity.

Central Arizona College-Pinal County Community College District

Coolidge, AZ 85228

Website: www.centralaz.edu

Grant years: 2004, 2007

Goal of 2007 grant: To combine a one-stop workforce development center and a skill center into a new facility that can provide job-training, job-search, and job-placement services.

Cochise College

Douglas, AZ 85607

Website: www.cochise.edu

Grant year: 2001

Goal of 2001 grant: To complete renovations to the Douglas Food Bank and the Douglas Entrepreneurial Development Center.

Phoenix College

Phoenix, AZ 85013

Website: www.pc.maricopa.edu

Grant year: 2002

Goal of 2002 grant: To establish a Career Training and Employment Program that will provide economic development opportunities to public housing residents and other low-income individuals.



Pima County Community College

Tucson, AZ 85709

Website: www.pima.edu

Grant years: 1999, 2005

Goal of 2005 grant: To establish the Education for Economic Empowerment program, a comprehensive program of life skills, financial literacy, career skills, leadership skills, and service learning.

University of Arizona - South Campus

Sierra Vista, AZ 85635

Website: uas.arizona.edu

Grant year: 2002

Goals of 2002 grant: To stabilize and expand a local garment manufacturing company and a childcare facility, and to create a community center that facilitates social and economic development.

CALIFORNIA

Allan Hancock College

Santa Maria, CA 93454

Website: www.hancockcollege.edu

Grant year: 2004

Goal of 2004 grant: To expand a 5,000-square-foot community center so it has adequate space for adult education classes, a community education technology center, a city service program, and a community sports field.

Bakersfield College

Bakersfield, CA 93305

Website: www.bakersfieldcollege.edu

Grant year: 2003

Goal of 2003 grant: To expand training and employment opportunities in the construction industry for low- and moderate-income residents of Southeast Bakersfield.

California State University, Bakersfield

Bakersfield, CA 93311

Website: www.csubak.edu

Grant year: 2003

Goals of 2003 grant: To establish a family resource center that will provide education and social development programs for underserved homeless and low-income youth, and to establish a literacy center at the Bakersfield Homeless Center.

California State University, Dominguez Hills

Carson, CA 90747

Website: www.csudh.edu

Grant year: 2002

Goal of 2002 grant: To create the "Home Child Care Microenterprise Project for a Low-Income Community" in the city of Cudahy.

California State University, Fullerton Foundation

Fullerton, CA 92831

Website: www.fullerton.edu

Grant year: 2005

Goal of 2005 grant: To provide increased homeownership and rental opportunities for low- and moderate-income persons, minorities, and those with limited English proficiency.

California State University, Long Beach Foundation

Long Beach, CA 90840-2007

Website: www.csulb.edu

Grant year: 2007

Goal of 2007 grant: To create a community center that will include a computer/learning laboratory, general meeting/classroom, and a small administrative office.

California State University, Northridge

Northridge, CA 91330

Website: www.csun.edu

Grant year: 2000, 2002

Goals of 2002 grant: To expand an existing family education program to low-income, Hispanic communities, to establish a 10-acre community farm that will provide local produce to community members, and to lease commercial space for two new small businesses.

California State University, Stanislaus

Turlock, CA 95382

Website: www.csustan.edu

Grant year: 2005

Goal of 2005 grant: To create a multiservice resource center that will promote literacy, employment, and self sufficiency within the homeless community.

Foundation of California State University, Monterey Bay

Seaside, CA 93955

Website: csumb.edu

Grant years: 2005, 2007

Goals of 2007 grant: To establish a one-stop, multi-service center for the homeless, to create a green technology demonstration park, and to open a community cultural center in Chinatown.

Gavilan College

Gilroy, CA 95020

Website: www.gavilan.edu

Grant years: 1999, 2002

Goal of 2002 grant: To create a Neighborhood Education and Technology Center that will provide space for adult education classes, a community technology center, and a permanent location for two job-training programs.

Imperial Valley College

Imperial, CA 92251

Website: www.imperial.edu

Grant year: 2004, 2008

Goal of 2004 grant: To foster empowerment and self-sufficiency opportunities for colonia residents.

Long Beach Community College District

Long Beach, CA 90808

Website: www.lbcc.edu

Grant year: 2003

Goal of 2003 grant: To provide information, training, coordination, and referrals to low- to moderate-income residents who provide family childcare in their homes.

Los Angeles Mission College

Sylmar, CA 91342

Website: www.lamission.edu

Grant years: 2001, 2005

Goal of 2005 grant: To implement a job-training program and educational workshops in personal finance and homeownership.

Los Angeles Trade-Technical College

Los Angeles, CA 90015

Website: www.lattc.edu

Grant years: 2002, 2007

Goal of 2007 grant: To launch a community-based partnership that will involve local grassroots organizations in promoting economic and housing opportunities for women, youth, and families.

Los Angeles Valley College

Valley Glen, CA 91401

Website: www.lavc.cc.ca.us

Grant years: 2002, 2007

Goal of 2007 grant: To train low- to moderate-income residents of the Northeast San Fernando Valley in financial literacy, homeownership, and entrepreneurial microenterprise enrichment.



Merced College

Merced, CA 95348

Website: www.merced.cc.ca.us

Grant year: 2000

Goal of 2000 grant: To help the city of Merced build a youth center that will offer academic tutoring and homework assistance, athletic leagues, computer training classes, recreational activities, and career exploration programs.

Modesto Junior College

Modesto, CA 95350

Website: www.mjc.edu

Grant years: 2000, 2002, 2006

Goals of 2006 grant: To move two houses to new housing sites and coordinate their rehabilitation, and to revitalize the neighborhood surrounding a new affordable housing development.

San Bernardino Community College District

San Bernardino, CA 92408

Website: www.sbccd.cc.ca.us

Grant year: 2002

Goal of 2002 grant: To develop and construct an applied technologies training center that will offer short-term training programs to unemployed and underemployed workers.

San Diego State University–Imperial Valley Campus

Calexico, CA 92231

Website: www.ivcampus.sdsu.edu

Grant years: 2000, 2003

Goal of 2003 grant: To provide colonia residents with interventions in the following areas: literacy and language, workforce development, youth development, business development and support services, and computer technology.

Santa Ana College/Rancho Santiago Community College District

Santa Ana, CA 92704

Website: www.sac.edu

Grant years: 1999, 2004

Goals of 2004 grant: To renovate existing campus facilities and to use those facilities to provide adult education classes, childcare provider and parenting resources, subsidized childcare, and cooking and nutrition classes.

Southwestern College

Chula Vista, CA 91910

Website: www.swccd.edu

Grant years: 2002, 2005, 2008

Goal of 2005 grant: To establish a microenterprise family childcare program that gives residents the training and support services they need to establish their own home-based, licensed childcare businesses.

Taft College

Taft, CA 93268

Website: www.taft.cc.ca.us

Grant year: 2002

Goal of 2002 grant: To establish a state-of-the-art community resource and learning center that will provide educational opportunities and community resources to local residents with limited English skills, young people ages 16-22, and other low- and moderate-income persons.

The National Hispanic University

San Jose, CA 95127

Website: www.nhu.edu

Grant year: 2005

Goal of 2005 grant: To establish El Centro de Excelencia, an Early Childhood Education Center that will offer on-the-job training for adults studying early childhood education and an education center for parents.

West Hills Community College District

Coalinga, CA 93210

Website: www.westhillscollge.com

Grant years: 2002, 2004, 2005

Goal of 2005 grant: To expand an existing child development center so it can serve 21 additional infants, provide safe and adequate parking for parents, and install play equipment for children.

COLORADO

Adams State College

Alamosa, CO 81101

Website: www.adams.edu

Grant years: 1999, 2004

Goals of 2004 grant: To renovate a vacant, historic building and to establish a community and business development center that will assist local businesses and nonprofit organizations.

Colorado State University–Pueblo

(Formerly University of Southern Colorado)

Pueblo, CO 81003

Website: www.colostate-pueblo.edu

Grant year: 2000

Goals of 2000 grant: To purchase 15 acres and 2 buildings near a historic steel mill, to restore the buildings, manage and catalog the mill's archives, and to redevelop the site as a museum and research center.

Otero Junior College

La Junta, CO 81050

Website: www.ojc.edu

Grant years: 2004, 2007

Goal of 2007 grant: To open a Business Innovation Center that will contain a business incubator, an economic development office, and the Tri-County Housing and Community Development Corporation.

Trinidad State Junior College

Trinidad, CO 81082

Website: www.trinidadstate.edu

Grant year: 2007

Goal of 2007 grant: To establish a Community Development Resource Center that will offer help to low- and moderate income and minority individuals who want to start their own businesses or find affordable housing opportunities.

FLORIDA

Barry University

Miami, FL 33161

Website: www.barry.edu

Grant year: 1999

Goal of 1999 grant: To complete construction of a community center that will offer a wide range of services and programs to address the social, cultural, educational, pre-employment, and recreational needs of neighborhood youth.

Florida International University

Miami, FL 33199

Website: www.fiu.edu

Grant year: 1999

Goal of 1999 grant: To acquire vacant property for a new gymnasium that will provide needed recreation programs for young people in Opa-Locka while eliminating some of the city's urban blight.

Miami-Dade Community College – InterAmerican Campus

Miami, FL 33135

Website: www.mdc.edu/iac/default.asp

Grant year: 2001

Goal of 2001 grant: To build a community/youth center that will offer social, educational, recreational, and cultural services for young people living in Miami's Little Havana neighborhood.



University of Miami

Miami, FL 33146

Website: www.miami.edu

Grant year: 2001

Goals of 2001 grant: To increase affordable housing in Miami's West Grove neighborhood, to rebuild the neighborhood's primary commercial avenue, and to reclaim the rich history of the area's Bahamian residential architecture.

KANSAS

Donnelly College

Kansas City, KS 66102

Website: www.donnelly.edu

Grant year: 2002

Goal of 2002 grant: To provide residents with GED preparation, life skills training, job training and placement services, comprehensive housing services, and business development consultation.

MASSACHUSETTS

Northern Essex Community College

Lawrence, MA 01830

Website: www.necc.mass.edu

Grant years: 1999, 2002

Goal of 2002 grant: To foster self-sufficiency and education among women through development of a literacy and resource center that serves Latina childcare providers.

Urban College of Boston

Boston, MA 02111

Website: www.urbancollege.edu

Grant year: 2006

Goal of 2006 grant: To launch a microenterprise development program that supports new and existing family childcare providers in Latino communities in the cities of Boston and Lawrence.

NEW JERSEY

Hudson County Community College

Jersey City, NJ 07306

Website: www.hccc.edu

Grant year: 2000

Goals of 2000 grant: To renovate unfinished community space in two public housing projects in Union City and to use the space to hold English as a Second Language, basic skills, computer training, and consumer education classes.

Passaic County Community College

Paterson, NJ 07505

Website: www.pccc.edu

Grant years: 1999, 2006

Goal of 2006 grant: To provide low-income Hispanic residents and businesses with the technology skills they need to succeed in today's information-based economy.

NEW MEXICO

Central New Mexico Community College

(Formerly Albuquerque Technical Vocational Institute)

Albuquerque, NM 87106

Website: www.cnm.edu

Grant year: 2000

Goals of 2000 grant: To provide housing rehabilitation, emergency housing repairs, GED classes, youth employment opportunities, and continued business development in the Barelás and San José neighborhoods of Albuquerque.

Dona Ana Branch Community College

Las Cruces, NM 88003

Website: www.dabcc-www.nmsu.edu

Grant year: 2000

Goal of 2000 grant: To build a learning center that will provide health classes, legal services, job training, and small business development in the Mesquite District of Las Cruces.

Mesalands Community College

Tucumcari, NM 88401

Website: www.mesalands.edu

Grant year: 2006

Goals of 2006 grant: To train students in the construction of housing, to establish a neighborhood revitalization support services program for low-income housing clients, and to offer entrepreneurship programs to support the Eastern New Mexico Art Space Center.

New Mexico State University

Dona Ana, NM 88003

Website: www.nmsu.edu

Grant years: 1999, 2004

Goals of 2004 grant: To expand the Community Learning Center in the Mesquite District of Dona Ana and to establish programs in work readiness, microenterprise development, and service learning.

Northern New Mexico College

Espanola, NM 87532

Website: www.nnmc.edu/splashpage.shtml

Grant year: 2004

Goal of 2004 grant: To provide education, workforce development, and microenterprise development programs to inmates and staff at the Rio Arriba County Detention Center and the neighboring rural communities of Tierra Amarilla, Los Ojos, Cebolla, Chama, and Dulce.

University of New Mexico—Albuquerque

Albuquerque, NM 87131

Website: www.unm.edu

Grant year: 2000

Goal of 2000 grant: To establish a 20,000-square-foot business incubator near Albuquerque.

University of New Mexico - Taos

Taos, NM 87571

Website: www.unm.edu

Grant year: 2004, 2008

Goal of 2004 grant: To establish a Center for Early Care, Education, and Family Support that will provide childcare, promote parenting skills, and serve as a training center for early childhood education students.

Western New Mexico University

Silver City, NM 88062

Website: www.wnmu.edu

Grant year: 1999

Goal of 1999 grant: To build and equip a 4,000-square-foot center that will provide childcare services and train childcare providers enrolled in the university's Early Care, Education, and Family Support programs.

NEW YORK

Boricua College

Brooklyn, NY 11211

Website: www.boricuacollege.edu

Grant year: 2002

Goals of 2002 grant: To establish a microeconomic development center, and to provide adult education and training services to low- and moderate-income residents of Brooklyn's Williamsburg and Greenpoint communities.

Bronx Community College

Bronx, NY 10453

Website: www.bcc.cuny.edu

Grant years: 1999, 2001

Goal of 2001 grant: To retrofit and equip classroom space that will be used to offer care worker training, occupational and basic skills instruction, educational advisement, and employment placement services to individuals with limited English-language proficiency.



Lehman College

Bronx, NY 10468

Website: www.lehman.cuny.edu

Grant years: 2001, 2003

Goals of 2003 grant: To provide support for small businesses, to create classrooms for electrical and plumbing education, and to train teachers for a bilingual Health Promotion Life Skills program.

**Research Foundation of CUNY/Lehman College
City University of New York**

Bronx, NY 10468

Website: www.lehman.cuny.edu/lehman

Grant years: 2008

PUERTO RICO

Universidad del Este

Carolina, PR 00984

Website: www.suagm.edu/une

Grant years: 2002, 2006

Goal of 2006 grant: To build a center on campus that serves the health promotion and health maintenance needs of students and community residents.

Universidad del Turabo

Gurabo, PR 00778

Website: www.suagm.edu/UT/default.htm

Grant years: 2002, 2006

Goals of 2006 grant: To expand the university's Community Career Center and to establish a Community Microenterprise Development and Incubator Center.

Universidad Metropolitana

San Juan, PR 00928

Website: www.suagm.edu/umet

Grant year: 2003

Goal of 2003 grant: To build a Community Outreach Partnership Center that will provide low- and moderate-income families with career development

and placement, adult education/literacy, technology and information access, and wellness development activities.

University of Puerto Rico

San Juan, PR 00931

Website: www.upr.clu.edu

HSIAC Web site: www.egcti.upr.edu/hud

Grant year: 1999

Goal of 1999 grant: To establish a Community-Building Information Technology Center that will serve local residents, businesses, organizations, and companies interested in low-income housing and business development.

University of Puerto Rico at Carolina

Carolina, PR 00984

Website: www.uprc.edu/index1.1.htm

Grant year: 2008

University of Puerto Rico at Humacao

Humacao, PR 00791

Website: cuhwww.upr.clu.edu

Grant year: 2006

Goals of 2006 grant: To establish a community-oriented center for arts instruction and performance and to provide arts- and culture-based services to children and teenagers.

TEXAS

Del Mar College

Corpus Christi, TX 78404

Website: www.delmar.edu

Grant year: 2001

Goal of 2001 grant: To build a Center for Early Learning that will improve the quality and quantity of childcare services available to low- and moderate-income families.

El Paso Community College, Rio Grande Campus

El Paso, TX 79998

Website: www.epcc.edu

Grant year: 2000

Goal of 2000 grant: To establish a community activities center where neighborhood residents can conduct activities and where the college can offer holistic health programs, job training, and adult education classes.

Houston Community College

Houston, TX 77002

Website: secollege.hccs.cc.tx.us

secollege.html

Grant year: 2000

Goal of 2000 grant: To develop a microenterprise center that offers entrepreneurial and job training in information technology specialties, life skills training, and support services such as daycare and microloans.

Houston Community College System

Houston, TX 77002

Website: www.hccs.edu

Grant year: 2004

Goals of 2004 grant: To offer assistance and training in small business services to entrepreneurs and to provide local residents with homeownership training and counseling services.

Midland College

Midland, TX 79705

Website: www.midland.edu

Grant years: 2000, 2003, 2007

Goal of 2007 grant: To provide personal finance training and Individual Development Accounts to low- and moderate-income individuals interested in achieving long-term financial goals.

Palo Alto College

San Antonio, TX 78224

Website: www.accd.edu/pac/pacmain/pachp.htm

Grant year: 2000

Goal of 2000 grant: To create a community center where the college can offer computer training sessions and adult literacy classes that have health-related content.

St. Mary's University

San Antonio, TX 78228

Website: www.stmarytx.edu

Grant years: 2008

San Antonio College

San Antonio, TX 78212

Website: www.accd.edu

Grant years: 2003, 2007

Goal of 2007 grant: To build a career development center that will provide low- and moderate-income neighborhood residents with comprehensive career advancement services and social services designed to lead to further training and college enrollment.

San Jacinto College Central

Pasadena, TX 77505

Website: www.sjcd.edu

Grant year: 2003

Goals of 2003 grant: To provide employment and training services for underemployed and unemployed individuals and to offer small-business development assistance for existing business owners and new entrepreneurs.



San Jacinto College North

Houston, TX 77504

Website: www.sjcd.edu

Grant years: 2001, 2006

Goal of 2006 grant: To implement the “Empowering the Citizens of Galena Park” project by taking on projects to refurbish, remodel, and finance housing and provide training in the construction trades, entrepreneurship, and leadership.

Southwest Texas Junior College

Uvalde, TX 78801

Website: www.swtjc.net

Grant year: 2001

Goal of 2001 grant: To create a Certified Diesel Technology program that brings additional economic development and jobs to the region.

St. Philip’s College

San Antonio, TX 78203

Website: www.accd.edu/spc/spcmain/spc.htm

Grant years: 1999, 2003

Goal of 2003 grant: To renovate and restore the Springview Miller building for the purpose of providing higher education and training services to one of the most economically depressed areas in the city.

Sul Ross State University

Alpine, TX 79832

Website: www.sulross.edu

Grant year: 2005

Goal of 2005 grant: To build and develop programming for the Sul Ross Childcare and Family Support Center, which will provide childcare, offer information on parenting skills, and provide practical experience to college students.

Texas A&M International University

Laredo, TX 78041

Website: www.tamiu.edu

Grant year: 2001

Goal of 2001 grant: To strengthen the economic infrastructure of the colonias.

Texas A&M University–Kingsville

Kingsville, TX 78363

Website: www.tamuk.edu

Grant years: 2008

University of Texas at Brownsville and Texas Southmost College

Brownsville, TX 78520

Website: www.utb.edu

Grant years: 2002, 2005, 2008

Goal of 2005 grant: To develop a network of regional business incubators that will help to establish, retain, and expand businesses in some of the poorest communities of the United States.

University of Texas at El Paso

El Paso, TX 79968

Website: www.utep.edu

Grant years: 2000, 2004

Goals of 2004 grant: To help colonia residents acquire the best housing technology available in the local market and to offer housing providers the assistance they need to build Energy Star Homes for colonia residents.

University of Texas at San Antonio

San Antonio, TX 78249

Website: www.utsa.edu

Grant years: 2002, 2006

Goals of 2006 grant: To renovate the Jose Cardenas Child Development Center and to provide local residents with information aimed at increasing homeownership and improving housing options.

University of Texas–Pan American

Edinburg, TX 78539

Website: www.panam.edu

HSIAC Website: www.tacdc.org

Grant years: 1999, 2003, 2008

Goal of 2003 grant: To help families in the lower Rio Grande Valley gain control of their personal finances, protect their credit, access mainstream financing, and ultimately build wealth through homeownership.

University of the Incarnate Word

San Antonio, TX 78201

Website: www.uiw.edu

Grant year: 2001

Goal of 2001 grant: To establish a multipurpose learning facility for San Antonio's South Presa community.

WASHINGTON

Columbia Basin College

Pasco, WA 99301

Website: www.columbiabasin.edu

Grant years: 2002, 2006

Goals of 2006 grant: To develop strategies to market local products and services and to expand the Community Business and Training Resource Center.

Heritage University

Toppenish, WA 98948

Website: www.heritage.edu

Grant years: 2003, 2005, 2007

Goals of 2007 grant: To establish a training and resource center for childcare providers and to offer childcare services to Toppenish residents.

Yakima Valley Community College

Yakima, WA 98907

Website: www.yvcc.edu

Grant year: 2001, 2008

Goals of 2001 grant: To establish two Family Resource Centers to support local parents and to create several Family Technology and Resource Libraries where parents can find resources, acquire basic computer skills, and access information through the Internet.

Historically Black Colleges and Universities (HBCU)

ALABAMA

Alabama A&M University

Normal, AL 35762

Website: www.aamu.edu

Grant years: 2000, 2006, 2008

Goal of 2006 grant: To provide economic assistance to the Alabama A&M University Community Development Corporation so it can carry out Phase II of a revitalization strategy for the Edmonton Heights Neighborhood.

Alabama State University

Montgomery, AL 36104

Website: www.alasu.edu

Grant years: 2000, 2001, 2004

Goal of 2004 grant: To provide assistance to low- to moderate-income homeowners whose homes are not in compliance with the city of Montgomery's building code standards.

Bishop State Community College

Mobile, AL 36603

Website: www.bishop.edu

Grant years: 1999, 2000

Goal of 2000 grant: To establish a community training center that offers computer and other technology experience to low-income middle-school-age youth, their parents, and teachers.



C.A. Fredd Technical College

Tuscaloosa, AL 35401

Website: www.sheltonstate.edu

Grant years: 2001, 2002, 2006

Goal of 2006 grant: To implement a neighborhood revitalization project that will develop sustainable solutions to identified problems, empower residents to become employed, and address problems related to the positive development of children and youth.

Gadsden State Community College

Gadsden, AL 35903

Website: www.gadsdenstate.edu

Grant years: 1998, 2000, 2002

Goal of 2002 grant: To expand the college's Neighborhood Networks Community Development Centers to include new ventures in the areas of fair housing, neighborhood and housing revitalization, economic development, and community-based education support services.

J.F. Drake State Technical College

Huntsville, AL 35811

Website: www.dstc.cc.al.us

Grant year: 2000

Goals of 2000 grant: To provide comprehensive training and employment services to low-income persons, to create resources for improving and developing the local economy through business development, and to prepare newly employed persons for homeownership.

Lawson State Community College

Birmingham, AL 35221

Website: www.lawsonstate.edu

Grant years: 2000, 2003

Goal of 2003 grant: To conduct affordable home building programs in the community of Grasselli and the Birmingham Enterprise Community.

Miles College

Fairfield, AL 35064

Website: www.miles.edu

Grant year: 2000, 2008

Goal of 2000 grant: To assist low- and moderate-income individuals living in the cities of Birmingham and Fairfield through "Miles College on the MOVE: A Community Partnership for Safe Homes, Healthy Families and Working Residents."

Oakwood University

Huntsville, AL 35896

Website: www.oakwood.edu

Grant year: 1999, 2000, 2001

Goal of 2001 grant: To provide assistance to the Terry Heights/Hillandale communities of Huntsville through rehabilitation of substandard/blighted owner-occupied homes, adult education, job training, business development services, and an afterschool tutorial program.

Stillman College

Tuscaloosa, AL 35401

Website: www.stillman.edu

Grant years: 1999, 2001, 2002, 2005, 2008

Goal of 2005 grant: To address the economic and social needs of residents in the West Tuscaloosa and Eutaw neighborhoods through technology, community-based programs, and cooperative partnerships.

Tuskegee University

Tuskegee, AL 36088

Website: www.tuskegee.edu

Grant years: 2003, 2007

Goal of 2007 grant: To strengthen the Tuskegee-Macon County Community Development Corporation so it can address ongoing needs in the neighborhood near campus.

ARKANSAS

Arkansas Baptist College

Little Rock, AR 72202

Website: www.arbaptcol.edu

Grant year: 2000

Goal of 2000 grant: To establish the Community Economic Development Center so it can address local economic development issues through housing acquisition and rehabilitation, business development, and community service programs.

Philander Smith College

Little Rock, AR 72202

Website: www.philander.edu

Grant year: 1998

Goal of 1998 grant: To fund a home repair program and provide home purchase assistance to low-income residents living within an Urban Enterprise Community.

Shorter College

North Little Rock, AR 72114

Website: N/A

Grant year: 2000

Goal of 2000 grant: To build a community center that will offer economic development and other services to the community and provide space for community organizations, the college's housing rehabilitation program, and a community childcare facility.

University of Arkansas at Pine Bluff

Pine Bluff, AR 71601

Website: www.uapb.edu

Grant years: 1998, 1999, 2000, 2001, 2002, 2004, 2006, 2008

Goal of 2006 grant: To provide long-term revitalization of the University Park neighborhood by supporting community organizations that carry out physical infrastructure improvement, housing development and rehabilitation, and educational programs.

DELAWARE

Delaware State University

Dover, DE 19901

Website: www.desu.edu

Grant years: 2002, 2005

Goal of 2005 grant: To develop and implement a project that includes affordable housing development, microenterprise development, and job training for low- and moderate-income residents.

DISTRICT OF COLUMBIA

Howard University

Washington, DC 20059

Website: www.howard.edu

Grant years: 1998, 1999, 2000, 2003, 2005, 2006, 2008

Goals of 2006 grant: To subsidize the construction of a 12-unit affordable condominium project, to support a residential façade rehabilitation program, and to remodel a community learning center.

University of the District of Columbia

Washington, DC 20008

Website: www.udc.edu

Grant year: 2000

Goal of 2000 grant: To build a multipurpose facility that will provide recreational and educational activities for youth and a health program for the elderly.

FLORIDA

Bethune-Cookman College

Daytona Beach, FL 32114

Website: www.bethune.cookman.edu

Grant year: 1999

Goals of 1999 grant: To provide technical or financial assistance for the establishment, stabilization, and expansion of microenterprises and to provide direct homeownership assistance to low- and moderate-income persons.



Edward Waters College

Jacksonville, FL 32209

Website: www.ewc.edu

Grant years: 2000, 2001

Goals of 2001 grant: To provide affordable housing for low- and moderate-income families and to create new open space by developing park areas.

Florida A&M University

Tallahassee, FL 32307

Website: www.famu.edu

Grant years: 2000, 2001, 2002, 2003, 2004

Goals of 2004 grant: To rehabilitate housing and historic commercial buildings, to establish youth leadership programs, and to build the capacity of community and faith-based organizations.

GEORGIA

Albany State University

Albany, GA 31705

Website: asuweb.asurams.edu/asu

Grant years: 1998, 2005

Goals of 2005 grant: To increase access to quality housing, to promote and support business development, and to provide job readiness and skill training to low- and moderate-income residents.

Fort Valley State University

Fort Valley, GA 31030

Website: www.fvsu.edu

Grant year: 2005

Goal of 2005 grant: To address community development and revitalization needs through homebuyer education classes, adult education classes, technical assistance to property owners, and assistance to rural businesses.

Interdenominational Theological Center

Atlanta, GA 30314

Website: www.itc.edu

Grant year: 1998

Goal of 1998 grant: To increase homeownership opportunities by helping low- to moderate-income persons use Individual Development Accounts (IDA) to save for downpayments and closing costs.

Morehouse College

Atlanta, GA 30314

Website: www.morehouse.edu

Grant years: 1999, 2002

Goals of 2002 grant: To rehabilitate homes owned by elderly persons, to construct affordable houses on vacant lots, and to train neighborhood organizations in community development principles.

Savannah State University

Savannah, GA 31404

Website: www.savstate.edu

Grant years: 1998, 2004, 2008

Goal of 2004 grant: To increase affordable housing through the Youth Building Art Skills Training program, which will give young people an opportunity to be certified in lead-based paint abatement, energy-smart building, and historic preservation.

LOUISIANA

Dillard University

New Orleans, LA 70122

Website: www.dillard.edu

Grant years: 2000, 2002, 2006, 2007

Goals of 2007 grant: To coordinate rehabilitation of homes damaged by Hurricane Katrina, to provide technical training in construction and environmental remediation, and to revitalize the commercial corridor in the Gentilly neighborhood.

Southern University and A&M College

Baton Rouge, LA 70813

Website: www.subr.edu

Grant years: 1999, 2002, 2006, 2008

Goal of 2006 grant: To revitalize low- to moderate-income neighborhoods by renovating homes, establishing an Adopt-a-Block project, stabilizing housing, promoting homeownership, and providing training and technical assistance to community partners.

Southern University at New Orleans

New Orleans, LA 70126

Website: www.suno.edu

Grant years: 1999, 2003

Goal of 2003 grant: To revitalize neighborhoods that have critical needs for rehabilitation of blighted housing, infrastructure improvements, community reinvestment, homeownership, and increased/improved employment opportunities.

Southern University at Shreveport

Shreveport, LA 71107

Website: www.susla.edu

Grant years: 2002, 2004, 2007

Goals of 2007 grant: To strengthen and expand microenterprises, to establish a resource and training center for community-based organizations, and to help to develop a Ledbetter Heights Neighborhood Revitalization Plan.

Xavier University of Louisiana

New Orleans, LA 70125

Website: www.xula.edu

Grant years: 1998, 2000, 2006

Goals of 2006 grant: To restore critical university infrastructure damaged by Hurricane Katrina and to demolish structurally unsound university-owned properties damaged by the storm.

MARYLAND

Bowie State University

Bowie, MD 20715

Website: www.bowiestate.edu

Grant years: 2000, 2001

Goals of 2001 grant: To create a revolving loan fund for community-based housing and community development organizations, to expand the Glenarden Health Center, and to establish small business assistance centers in several county libraries.

Coppin State University

Baltimore, MD 21216

Website: www.coppin.edu

Grant year: 2007

Goals of 2007 grant: To provide funds for home façade improvements, to offer financial literacy education, and to increase the capacity of a community organization.

Morgan State University

Baltimore, MD 21251

Website: www.morgan.edu

Grant year: 2006

Goals of 2006 grant: To create a Neighborhood Revitalization Plan for northeast Baltimore, to create a community computer center, and to begin planning for the rehabilitation of a 200-year-old gristmill on campus.

University of Maryland, Eastern Shore

Princess Anne, MD 21853

Website: www.umes.edu

Grant year: 2004

Goal of 2004 grant: To provide a recreational center for local children on a 4.5 acre parcel of land.



MISSISSIPPI

Alcorn State University

Lorman, MS 39096

Website: www.alcorn.edu

Grant years: 2000, 2002

Goals of 2002 grant: To continue a grant program and revolving loan fund for business and housing development and to expand the capacity of Traceway Community Development Corporation.

Coahoma Community College

Clarksdale, MS 38614

Website: www.coahomacc.edu

Grant years: 1998, 2001

Goals of 2001 grant: To rehabilitate five low-income homeowner-occupied homes and to examine the feasibility of creating a Community Development Corporation.

Hinds Community College-Utica Campus

Utica, MS 39175

Website: www.hindscc.edu

Grant years: 2001, 2004, 2007

Goals of 2007 grant: To support new and existing local businesses and to address community housing, employment, and revitalization issues.

Jackson State University

Jackson, MS 39204

Website: www.jsums.edu

Grant years: 1998, 2000, 2001

Goal of 2001 grant: To strengthen the housing market in Jackson's Washington Addition neighborhood by increasing homeownership, reducing substandard housing, eliminating abandoned and vacant housing, and increasing the supply of affordable housing.

Rust College

Holly Springs, MS 38635

Website: www.rustcollege.edu

Grant year: 2002, 2005, 2007

Goals of 2007 grant: To expand and promote homeownership opportunities for low- and moderate-income residents, to support local businesses that build affordable housing, and to increase local awareness of preventive healthcare practices.

Tougaloo College

Tougaloo, MS 39174

Website: www.tougaloo.edu

Grant year: 2000

Goals of 2000 grant: To develop a business incubator, to renovate houses in the Jackson Enterprise Community, and to redevelop a brownfield site.

MISSOURI

Harris-Stowe State University

St. Louis, MO 63103

Website: www.hssu.edu

Grant year: 2001

Goals of 2001 grant: To develop a comprehensive plan for the community, to carry out home repairs through the Grand Rock Community Development Corporation's forgivable loan program, and to offer tutorial and other educational services for area youth.

NORTH CAROLINA

Barber-Scotia College

Concord, NC 28025

Website: www.b-sc.edu

Grant years: 2000, 2001, 2003

Goal of 2003 grant: To assist one neighborhood in Concord and two in Kannapolis by providing housing assistance, increasing the economic capacity of low-income residents, and helping a community development corporation undertake various activities.

Bennett College

Greensboro, NC 27401

Website: www.bennett.edu

Grant year: 1998

Goals of 1998 grant: To complete an on-campus residential facility for Challenge Opportunity participants, to establish an off-campus commuter Challenge Opportunity facility, and to implement the college's comprehensive neighborhood revitalization program.

Elizabeth City State University

Elizabeth City, NC 27909

Website: www.ecsu.edu

Grant years: 1998, 1999, 2000, 2001

Goals of 2001 grant: To rehabilitate substandard homes and provide homeownership counseling, to rehabilitate a facility for local youth, and to expand technology training and educational activities at existing Neighborhood Networks centers.

Fayetteville State University

Fayetteville, NC 28301

Website: www.uncfsu.edu

Grant year: 1998

Goal of 1998 grant: To develop a neighborhood retail plaza for microenterprises in order to stimulate revitalization in an economically depressed area and create jobs for low- to moderate-income individuals.

Johnson C. Smith University

Charlotte, NC 28216

Website: www.jcsu.edu

Grant years: 1999, 2001, 2003, 2007

Goals of 2007 grant: To alleviate unsafe housing conditions in owner-occupied homes, to initiate a neighborhood safety patrol, and to help low- to moderate-income women develop their own businesses.

Livingstone College

Salisbury, NC 28144

Website: www.livingstone.edu

Grant year: 2004

Goal of 2004 grant: To increase the supply of affordable housing by constructing affordable housing units and undertaking planning and pre-development work for an affordable housing subdivision.

North Carolina A&T State University

Greensboro, NC 27411

Website: www.ncat.edu

Grant years: 1998, 1999, 2000, 2002, 2004, 2006, 2008

Goals of 2006 grant: To implement activities that will increase homeownership, to create and stabilize small and minority-owned businesses, and to provide direct assistance to grassroots and community organizations.

North Carolina Central University

Durham, NC 27707

Website: www.nccu.edu

Grant years: 1999, 2002, 2008

Goal of 2002 grant: To establish a Community Economic Development Center that will promote commercial revitalization, support small businesses, and increase wealth in the target area.

Winston-Salem State University

Winston-Salem, NC 27110

Website: www.wssu.edu

Grant years: 1999, 2003, 2005, 2007, 2008

Goal of 2007 grant: To address community needs and revitalize neighborhoods along the Martin Luther King, Jr. Drive Corridor by developing a master plan to drive investment in the area.



OKLAHOMA

Langston University

Oklahoma City, OK 73105

Website: www.lunet.edu

Grant years: 1999, 2006

Goals of 2006 grant: To establish a retail incubator in a 10,000-square-foot shopping plaza, to expand the capacity of the Langston Community Development Corporation, and to provide job training and home-ownership training to local residents.

SOUTH CAROLINA

Allen University

Columbia, SC 29204

Website: www.allenuniversity.edu

Grant years: 2000, 2004

Goals of 2004 grant: To renovate older homes and construct new homes, to increase homeownership capacity through training and counseling, and to provide on-the-job housing construction/renovation training opportunities.

Benedict College

Columbia, SC 29204

Website: www.benedict.edu

Grant years: 1998, 2000, 2001, 2002, 2004, 2006, 2007

Goal of 2007 grant: To conduct the second phase of a comprehensive community development effort focused on revitalizing neighborhoods located within the Columbia Empowerment Zone.

Clafin University

Orangeburg, SC 29115

Website: www.clafin.edu

Grant years: 2000, 2003, 2004

Goal of 2004 grant: To address community development needs in the city of Orangeburg through

housing rehabilitation and development and a program to increase academic achievement among K-12 students.

Clinton Junior College

Rock Hill, SC 29730

Website: www.clintonjuniorcollege.edu

Grant years: 2005, 2007

Goals of 2007 grant: To build four new homes, rehabilitate three deteriorating owner-occupied homes, and perform renovations to an 11-acre public park adjacent to campus.

Morris College

Sumter, SC 29150

Website: www.morris.edu

Grant year: 2006

Goal of 2006 grant: To build and sell three new affordable, quality homes and rehabilitate six deteriorating homes owned and occupied by low-income persons.

South Carolina State University

Orangeburg, SC 29117

Website: www.scsu.edu

Grant years: 2002, 2005, 2007

Goal of 2007 grant: To stabilize the local housing market by acquiring and demolishing vacant and dilapidated homes, building new homes on the cleared sites, and rehabilitating existing housing units.

Voorhees College

Denmark, SC 29042

Website: www.voorhees.edu

Grant year: 1999, 2001, 2003, 2005, 2008

Goals of 2005 grant: To continue the operation of the Voorhees-Denmark Community Development Corporation, to provide homeownership opportunities to low- and moderate-income citizens, and to expand the college's microenterprise/community center.

TENNESSEE

Fisk University

Nashville, TN 37208

Website: www.fisk.edu

Grant years: 2000, 2002

Goals of 2002 grant: To provide operating support for the North Nashville Community Development Corporation, to build the capacity of the North Nashville Small Business Development Center, and to support the marketing and promotion of a local commercial corridor.

Lane College

Jackson, TN 38301

Website: www.lanecollege.edu

Grant year: 2003

Goal of 2003 grant: To establish and institutionalize the Lane College Community Development Corporation, which will serve moderate- and low-income persons living in and adjacent to the college.

LeMoyne-Owen College

Memphis, TN 38126

Website: www.loc.edu

HBCU Website: www.loc.edu/administration/loccdc.htm

Grant years: 2000, 2001, 2002, 2003, 2005, 2007

Goals of 2007 grant: To offer health and wellness activities, job training, education programs, and entrepreneurship training to local residents and to build affordable housing for low- and moderate-income individuals.

Meharry Medical College

Nashville, TN 37208

Website: www.mmc.edu

Grant year: 2000

Goals of 2000 grant: To focus on physical improvements along Nashville's historic Jefferson Street and conduct neighborhood cleanup, to update the neighborhood Master Plan, and to provide capacity-building support to the college's community development corporation.

Tennessee State University

Nashville, TN 37209

Website: www.tnstate.edu

Grant years: 2000, 2005, 2007

Goals of 2007 grant: To renovate the facilities of three community-based organizations, to upgrade young persons' access to educational and technology, and to provide operational support and technical assistance to three neighborhood associations.

TEXAS

Huston-Tillotson University

Austin, TX 78702

Website: www.htu.edu

Grant years: 1998, 2000

Goal of 2000 grant: To establish a community engagement center that offers educational programs, technology training, community empowerment, and computer services.

Jarvis Christian College

Hawkins, TX 75765

Website: www.jarvis.edu

Grant year: 2002

Goal of 2002 grant: To build a community and technology center on campus that helps local residents obtain affordable housing, become economically self-sufficient, and learn the skills they need to participate in a technology-driven economy.

Paul Quinn College

Dallas, TX 75241

Website: www.pqc.edu

Grant years: 1998, 2002

Goal of 2002 grant: To continue economic development activities within the Simpson Stuart Community of Dallas, including façade improvements at the Highland Hills Shopping Center and business development classes for existing businesses.

St. Philip's College

San Antonio, TX 78203

Website: www.accd.edu/spc/spcmain/spc.htm

Grant years: 1999, 2000, 2001

Goals of 2001 grant: To provide classroom and on-the-job training in the construction trades to youth and to renovate and restore the historic Brackenridge School Building so it can house a Community Education Service Center.

Texas College

Tyler, TX 75712

Website: www.texascollege.edu

Grant years: 1999, 2000

Goals of 2000 grant: To establish a comprehensive community development outreach services center, to open a Neighborhood Networks center, and to implement a preventive health/community education program.

Texas Southern University

Houston, TX 77004

Website: www.tsu.edu

Grant years: 1998, 2001, 2003, 2005, 2007

Goals of 2007 grant: To help community-based development organizations carry out neighborhood revitalization and community economic development, to provide assistance to microenterprises, and to help unemployed and homeless individuals find employment.

U.S. VIRGIN ISLANDS

University of the Virgin Islands

St. Thomas, VI 00802

Website: www.uvi.edu/pub-relations/uvi/home.html

Grant years: 2001, 2003

Goal of 2003 grant: To address needs on the island of St. Croix through expanded participation in a public-private partnership.

VIRGINIA

Hampton University

Hampton, VA 23668

Website: www.hamptonu.edu

Grant years: 2000, 2002

Goals of 2002 grant: To develop and implement education programs for area youth, their teachers and parents; to enhance fair housing outreach strategies; and to develop prototype designs for affordable and accessible housing for the elderly and persons with disabilities.

Norfolk State University

Norfolk, VA 23504

Website: www.nsu.edu

Grant year: 1999, 2000, 2002, 2006

Goal of 2006 grant: To improve the local wireless technology infrastructure; to offer health, educational, recreational, and cultural programs; and to support existing programs for homeless people.

Saint Paul's College

Lawrenceville, VA 23868

Website: www.saintpauls.edu

Grant year: 1999

Goals of 1999 grant: To create a microenterprise revolving loan fund, to provide assistance to local recreation centers that serve families, and to build affordable housing.

Virginia State University

Petersburg, VA 23806

Website: www.vsu.edu

Grant year: 1998

Goal of 1998 grant: To rehabilitate the historic Virginia Hall Auditorium so it can be used to conduct activities that enhance the provision of public service, promote economic expansion, and provide stimulus to neighborhood development.

Virginia Union University

Richmond, VA 23220

Website: www.vuu.edu

Grant year: 2000

Goals of 2000 grant: To create the Virginia Union University Community Development Corporation, to implement a public informational lecture series, and to develop plans for a small business incubator program.

Virginia University of Lynchburg

Lynchburg, VA 24501

Website: www.vul.edu

Grant year: 2008

WEST VIRGINIA

Bluefield State College

Bluefield, WV 24701

Website: www.bluefieldstate.edu

Grant year: 2001

Goals of 2001 grant: To establish a community development corporation, to create a redevelopment plan for the college's neighborhood, and to help to establish or expand microbusinesses.

West Virginia State University

Institute, WV 25112

Website: www.wvstateu.edu

Grant years: 1999, 2000, 2004, 2008

Goal of 2004 grant: To purchase, furnish, and operate a Community Economic Development Center, which will provide a needed training and meeting facility for local community development groups.

Tribal Colleges and Universities Program (TCUP)

ARIZONA

Tohono O'odham Community College

Sells, AZ 85634

Website: www.tocc.cc.az.us

Grant year: 2008

MICHIGAN

Bay Mills Community College

Brimley, MI 49774

Website: www.bmcc.org

Grant year: 2008

Keweenaw Bay Ojibwa Community College

Baraga, MI 49908

Website: www.kbocc.org

Grant year: 2002

Goal of 2002 grant: To build a new Technology Resource Center that will provide expanded and upgraded educational facilities to meet current and future program needs.

MINNESOTA

Fond du Lac Tribal and Community College

Cloquet, MN 55720

Website: www.fdltdcc.edu

Grant year: 2002

Goal of 2002 grant: To double the size of the college by constructing 34,363 square feet of new building space.



Leech Lake Tribal College

Cass Lake, MN 56633

Website: www.lltc.org

Grant year: 2003

Goal of 2003 grant: To construct a Career and Technical Building and one wing of a campus building that will house classrooms and administrative offices.

MONTANA

Blackfeet Community College

Browning, MT 59417

Website: www.bfcc.edu

Grant year: 2003

Goal of 2003 grant: To renovate and expand existing campus facilities so the college can develop additional academic programs and expand current degree programs.

Chief Dull Knife College

Lame Deer, MT 59043

Website: www.cdnc.edu

Grant year: 2003

Goal of 2003 grant: To build an energy-efficient Early Childhood Learning Center that will function as a traditional daycare facility and provide a place for the college to offer classes in special education, early childhood development, and parenting.

Fort Belknap College

Harlem, MT 59526

Website: www.fbcc.edu

Grant years: 2001, 2005

Goal of 2005 grant: To build a new library that meets the requirements of the Americans with Disabilities Act, offers convenient parking for students and community members, and houses an instructional classroom for use in library outreach and training activities.

Fort Peck Community College

Poplar, MT 59255

Website: www.fpcc.edu

Grant years: 2002, 2006

Goal of 2006 grant: To develop a comprehensive student housing program that will allow more students to attend the college.

Little Big Horn College

Crow Agency, MT 59022

Website: www.lbhc.cc.mt.us

Grant years: 2001, 2006

Goal of 2006 grant: To build an administration and archives building that will provide needed space for staff and students and will house cultural materials that are currently stored in a substandard building.

Salish Kootenai College

Pablo, MT 59855

Website: www.skc.edu

Grant years: 2003, 2005, 2008

Goal of 2005 grant: To build an addition to the college's Health Fitness Center so the college can provide health education and screening activities to 1,500 Indian students and HUD housing residents.

Stone Child College

Box Elder, MT 59521

Website: www.montana.edu/wwwscc

Grant years: 2002, 2004, 2006

Goal of 2006 grant: To establish a technology laboratory and two technology/vocational education classrooms within a new learning center.

NEBRASKA

Little Priest Tribal College

Winnebago, NE 68071

Website: www.lptc.bia.edu

Grant year: 2002

Goals of 2002 grant: To purchase equipment for a Tribal Museum and a Tribal Language Program; to purchase furniture, equipment, and security services for a new college/community library; and to establish a Technology Center in the library.

NEW MEXICO

Diné College

Tsaile, AZ 86556

Website: www.dinecollege.edu

Grant year: 2006

Goal of 2006 grant: To plan and construct a library at Diné's main New Mexico campus.

Institute of American Indian Arts

Santa Fe, NM 87508

Website: www.iaia.edu/college/index.php

Grant years: 2001, 2007, 2008

Goal of 2007 grant: To renovate the campus' existing 20,800-square-foot dormitory into a "family casitas" that features affordable, 2-bedroom apartments for students who are married or single parents.

Southwestern Indian Polytechnic Institute

Albuquerque, NM 87184

Website: native.sipi.bia.edu

Grant year: 2001

Goal of 2001 grant: To create a Child Development and Family Support Training Center that provides childcare and early childhood educational resources for low- and moderate-income residents of Native-American communities.

NORTH DAKOTA

Cankdeska Cikana Community College

Fort Totten, ND 58335

Website: www.littlehoop.edu

Grant years: 2002, 2004, 2007

Goal of 2007 grant: To construct a new building for the college's agricultural science programs that includes lecture and laboratory classroom space and a garage area for equipment.

Fort Berthold Community College

New Town, ND 58763

Website: www.fbcc.bia.edu

Grant years: 2005, 2007

Goals of 2007 grant: To build a storage and garage facility and equip it; to renovate the college's library, cultural center, classrooms, and administrative offices; and to complete site development for future expansion.

Sitting Bull College

Fort Yates, ND 58538

Website: www.sittingbull.edu

Grant years: 2005, 2007

Goal of 2007 grant: To build a student support center that includes a library and a developmental education center featuring classrooms, computer laboratories, and offices for student support staff.

Turtle Mountain Community College

Belcourt, ND 58316

Website: www.tm.edu

Grant years: 2001, 2003, 2006

Goal of 2006 grant: To construct a facility that can be used to train students in the college's Auto Body Repair and Refinishing Program.



United Tribes Technical College

Bismarck, ND 58504

Website: www.unitedtribestech.com

Grant year: 2003, 2008

Goal of 2003 grant: To expand a campus center that will create a focal point for community health and wellness.

SOUTH DAKOTA

Oglala Lakota College

Kyle, SD 57752

Website: www.olc.edu

Grant years: 2001, 2003, 2005, 2007

Goal of 2007 grant: To build a bookstore that will provide text books and school supplies and serve as a source of Native American and Lakota language books.

Si Tanka University

Eagle Butte, SD

Grant year: 2002

Goal of 2002 grant: To renovate, equip, and operate four smart/interactive classrooms that will enable the college to develop its instructional technology and distance-learning capability.

Sinte Gleska University

Mission, SD 57555

Website: www.sintegleska.edu

Grant year: 2003

Goal of 2003 grant: To build an Administration and Student Service Center.

Sisseton Wahpeton Community College

Sisseton, SD 57262

Website: www.swc.tc

Grant year: 2002

Goal of 2002 grant: To make extensive renovations to the current college facility by installing a working fire alarm system; making repairs to the heating, air conditioning, plumbing, and electrical systems; and giving the college's grounds a face-lift.

WASHINGTON

Northwest Indian College

Bellingham, WA 98226

Website: www.nwic.edu

Grant year: 2008

WISCONSIN

College of Menominee Nation

Keshena, WI 54135

Website: www.menominee.edu

Grant years: 2001, 2004, 2008

Goal of 2004 grant: To build an addition to the science wing that will include four additional classrooms and future expansion space.

Lac Courte Oreilles Ojibwa Community College

Hayward, WI 54843

Website: www.lco.edu

Grant year: 2004

Goal of 2004 grant: To expand the college library, a need that has been identified by library patrons, college employees, external evaluators, and the Higher Learning Commission of the North Central Association of Colleges and Schools accreditation team.

Universities Rebuilding America Partnerships (URAP)-HBCU

DISTRICT OF COLUMBIA

Howard University

Washington, DC 20059

Website: www.howard.edu

Grant year: 2005

Goal of 2005 grant: To address housing needs of low- to moderate-income individuals in New Orleans by developing and implementing two training programs in Environmentally Safe Renovation and Rehabilitation Work Practices for Housing.

LOUISIANA

Grambling State University

Grambling, LA 71245

Website: www.gram.edu

Grant year: 2005

Goals of 2005 grant: To renovate one public building and five homes; to implement critical education, social services, technical assistance, and job training programs for the hurricane-impacted evacuees; and to open the university's childcare program to evacuated children.

Southern University and A&M College

Baton Rouge, LA 70813

Website: www.subr.edu

Grant year: 2005

Goals of 2005 grant: To develop programs in life skills, technical training certification, job placement, and entrepreneurship training, and to establish a Neighborhood Networks center.

Southern University at New Orleans

New Orleans, LA 70126

Website: www.suno.edu

Grant year: 2005

Goals of 2005 grant: To develop online community modules to help support the recovery and rebuilding activities of neighborhood organizations, to establish community technology labs, and to conduct citizen participation workshops.

Southern University at Shreveport

Shreveport, LA 71107

Website: www.susla.edu

Grant year: 2005

Goal of 2005 grant: To help displaced citizens of the Gulf Coast region who relocated to Shreveport by offering financial and technical small business support, construction training, homeownership counseling; and youth services.

Xavier University of Louisiana

New Orleans, LA 70125

Website: www.xula.edu

Grant year: 2005

Goals of 2005 grant: To establish the Neighborhood Technology and Health Information Center; to recruit, train, and track a cadre of volunteers; and to provide technical assistance related to clearance and demolition of damaged homes.

MISSISSIPPI

Alcorn State University

Natchez, MS 39120

Website: www.alcorn.edu

Grant year: 2005

Goals of 2005 grant: To restore healthcare networks and infrastructure in areas affected by Hurricane Katrina and to identify resources for meeting housing rehabilitation needs.



NORTH CAROLINA

Elizabeth City State University

Elizabeth City, NC 27909

Website: www.ecsu.edu

Grant year: 2005

Goals of 2005 grant: To implement a comprehensive housing counseling, technical assistance, and downpayment assistance program; and to provide technical assistance to local organizations.

TENNESSEE

Tennessee State University

Nashville, TN 37209

Website: www.tnstate.edu

Grant year: 2005

Goal of 2005 grant: To develop the Supercharge Summer Day Camp, a safe and educationally stimulating environment where young hurricane victims will be engaged in high-quality academic learning activities, emotional counseling, mentoring, and recreation.

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